Sotto gli auspici della Presidenza del Consiglio dei Ministri - Dipartimento del Turismo - Italia

Commissione Unione Europea

ASCAME

Camera di Commercio di Cagliari

Regione Autonoma della Sardegna

UNIONCAMERE

W O R K S H O P

La società euromediterranea dell'informazione per lo sviluppo del turismo

L'Altro Mediterraneo: un'alternativa per il turismo fuori stagione

29 - 30 aprile 1998

Forte Hotel Village

Cagliari - S. Margherita di Pula

Sardegna - Italia

lunedì
Italia con
turismo responsabile. Bene culturale diverso
responsabile nel comprare
" nel vendere
criteri di trasparenza FGCT
Fondo di garanzia del consumatore turistico
impatto ambientale
sostenibile sviluppo dei popoli mediterranei
valore aggiunto nazionale patrimonio
identità
non importa essere primo nel mondo [illegible]
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valore in [illegible] antropo-economico
strumento ~~della com~~ anche commerciale
vendere e comprare prodotti
simili
[illegible] atmosfera dell'
compratore
aggiungere altro valorizzazione
dell viaggio
[illegible] come un mercato
standard
diversificato
creare elementi di apprezzamento
[illegible] dei prodotti
informazione certificata

Introduzione

Il connubio fra promozione turistica e sviluppo della società europea dell'informazione è un elemento cardine per il futuro dell'Europa e del Mediterraneo. La costruzione della società euromediterranea dell'informazione è cominciata durante la Conferenza Ministeriale dal titolo "La creazione della società dell'informazione euromediterranea - comunicazione, istruzione e formazione, ricerca" tenutasi a Roma dal 30 al 31 maggio 1996, sotto la Presidenza Italiana dell'Unione Europea. Inoltre, qualche tempo prima (13 maggio 1996) il Consiglio dei Ministri dell'Unione Europea aveva adottato una risoluzione sulla cooperazione euromediterranea concernente il turismo.

A quel momento ha fatto seguito una varietà di conferenze e seminari, a conferma del ruolo del turismo nella società dell'informazione, come la Conferenza di Lavoro sul "Commercio Elettronico nel quadro della cooperazione euromediterranea" tenutasi a Metsovo (Grecia) il 4 - 6 luglio 1997, la Conferenza EURO-MED Net 98 di Nicosia (Cipro) del 5 - 7 marzo 1998, il seminario di Hammamet (Tunisia) su "Turismo mediterraneo e strategie di comunicazione" del 20 e 21 novembre 1997, e, più recentemente, il Seminario di "Accesso multimediale al patrimonio culturale mediterraneo" in programma al Cairo il 27 e 29 aprile 1998.

La Conferenza indetta a Cagliari "La società dell'informazione euromediterranea per lo sviluppo del turismo", è patrocinata dalla Presidenza del Consiglio dei Ministri - Dipartimento del Turismo, con il sostegno della Commissione Europea. Principale promotore della conferenza è l'ASCAME (Associazione delle Camere di Commercio del Mediterraneo), organismo internazionale, volontario e senza scopi di lucro, comprendente 120 Camere di Commercio e organismi similari dislocati in 19 Paesi del bacino del Mediterraneo. La Commissione Turismo dell'ASCAME, su iniziativa della CCIAA di Cagliari e della CCIAA di Palermo, ha lanciato l'iniziativa denominata "L'altro Mediterraneo", per la promozione del turismo fuori stagione, al fine di preservare il patrimonio culturale e le risorse ambientali del Mediterraneo.

La Conferenza analizzerà delle opportunità strategiche che si presentano alla regione euromediterranea nell'ambito della promozione turistica e del relativo ricorso a nuove tecnologie di comunicazione e d'informazione. Attualmente, il turismo rappresenta una delle maggiori industrie per tutti i Paesi che si affacciano sul Mediterraneo, ed è l'unico settore in grado di garantire flussi crescenti di presenze nel quadro di uno sviluppo sostenibile ed a lungo termine. Il cinquantacinque per cento del traffico turistico mondiale viene assorbito dal bacino del Mediterraneo; nella sola Europa, il settore turistico crea posti di lavoro per il 6% della popolazione attiva, e rappresenta il 5,5% del PIL totale; secondo le stime, inoltre, il 30-50% delle operazioni commerciali che si svolgono nell'ambito del World Wide Web è collegato alle attività turistiche.

La Conferenza, che vede riuniti Camere di Commercio, professionisti, operatori, agenzie turistiche, piccole e medie imprese, Istituti di formazione e ricerca, ecc. ha lo scopo di fornire assistenza nella ricerca di partner e idee per la realizzazione di progetti di cooperazione da avviare nel quadro della cooperazione euromediterranea.

- *14,00* — *Arrivo e registrazione dei partecipanti*

- *14,30 - 15,45* — *Apertura dei lavori della Conferenza*

  *Presiede: **Romano Mambrini**, Presidente dell'ASCAME e Presidente della Camera di Commercio di Cagliari (Italia)*
  - ***Stefano Landi**, Dipartimento del Turismo, Presidenza del Consiglio dei Ministri (Italia)*
  - ***Elisabeth Papazoi**, Ministro per il Mar Egeo (Grecia)*
  - ***Nino Strano**, Assessore al Turismo della Regione Sicilia (Italia)*
  - ***Mariano Delogu**, Sindaco di Cagliari (Italia)*
  - ***Federico Palomba**, Presidente della Regione Sardegna (Italia)*

- *15,45 - 16,00* — *Coffee break*

- *16,00 - 17,30* — *Videoconferenza in collegamento con la sessione di chiusura del Convegno **"Accesso multimediale al patrimonio culturale euromediterraneo"** (Il Cairo, 27 - 29 aprile 1998)*

  *Presiede: **Adele Campagna Sorrentino**, Presidente della Commissione Turismo dell'ASCAME, Presidente della CCIAA di Palermo*
  - ***Romano Mambrini**, Presidente dell'ASCAME*
  - ***Michel Carpentier**, Presidente del Centro Europeo per la Comunicazione (Francia), Direttore generale onorario della Commissione Europea*
  - ***Claudio Carelli**, Presidente del Forum della Società Europea dell'Informazione (Belgio)*

- *17,30 - 19,00* — ***Nuove strategie per lo sviluppo del turismo mediterraneo: confronto fra iniziative UE e Mediterranee***

  *Presiede: **Michel Carpentier**, Presidente del Centro Europeo per la Comunicazione (Francia), Direttore generale onorario della Commissione Europea*
  - ***Leonardo Sforza**, Commissione Europea - DG XXIII*
  - ***Hassan El Hambouni**, Direttore del Dipartimento alla Pianificazione, Ministero del Turismo (Marocco)*
  - ***Michael Raffling**, Direttore Generale, Associazione Professionale degli Albergatori, Camera Federale per l'Economia (Austria)*
  - ***Taieb Hehaichi**, Ente Nazionale del Turismo Tunisino (Tunisia)*
  - ***Fernando Perdigao**, Commissione Europea - DG IB*

  Dibattito

- *20,00* — *Cena*

- *9,00 - 10,30* **Il progetto ASCAME "L'Altro Mediterraneo": la valorizzazione delle risorse culturali e ambientali".**

  Presiede: ***Dott.ssa Adele Campagna Sorrentino****, Presidente della Commissione Turismo dell'ASCAME, Presidente della CCIAA di Palermo*
  Relatore: ***Margarida Abrunhosa****, Commissione Europea - DG X*
  - ***Vincenzo Tusa****, Università di Palermo (Italia)*
    Il progetto alternativo mediterraneo
  - ***Dov Winer****, Istituto Ben-Zvi (Israele)*
    Cultura e turismo nel Mediterraneo - testimonianze culturali: scoprire il passato per disegnare il futuro
  - ***Georges Giourgas****, Presidente della Commissione Turismo di Eurocamere (Belgio)*
    Verso un turismo sostenibile
  - ***Vladimiro Riva****, Direttore dell'ISNART (Istituto Nazionale Ricerche Turistiche) (Italia)*
    Sviluppo e qualificazione dell'offerta turistica

  Dibattito

- *10,30 - 11,00* *Coffee break*

- *11,00 - 12,30* **La telematica per il turismo: insegnamenti dal IV Programma Quadro e prospettive per il V Programma Quadro: Ricerca e Sviluppo dell'Unione Europea**

  Presiede: ***Vittorio Macchitella****, Vicesegretario Generale Unioncamere (Italia)*
  Relatore: ***Francesco Nachira****, Commissione Europea, DG XIII*
  - ***Christoph Pfaff****, Commissione Europea DG XXIII*
  - ***Arantxa Doncel****, Governo delle Isole Baleari - Consejeria de Presidencia Istituto IBIT (Spagna)*
    Il progetto Mintour e In TouriSME.
  - ***Sadok Hammami****, Istituto della Stampa e delle Scienze dell'Informazione (Tunisia)*
  - ***Pietro Zanarini****, CRS4 Cagliari (Italia)*
    Internet, Turismo e nuovi mercati di utilizzo del Web
  - ***Vassilis Spitadakis****, Forthnet (Grecia)*
    Il progetto SIAMS
  - ***Fabrizio Autieri****, Segretario Generale CCIAA Roma*
    Insegnamento a distanza nel settore turistico

  Dibattito

- *12,30 - 14,30* *Pranzo*

- *14,30 - 16,30* **Progetti ed esperienze di turismo su Internet**

  Presiede: ***Francesco Nachira****, Commissione Europea - DG XIII*
  Relatore: ***Christoph Pfaff****, Commissione Europea - DG XXIII*
  - ***Fabrizio Fassio****, Direttore di progetto, Consorzio Civita (Italia)*
    Il progetto CICERO
  - ***Reiner Blencke****, Direttore di progetto, IRS Consulting (Germania)*
    Il progetto Bayern Tourism Line
  - ***Anna Assimakopoulos****, Direttore Egnatia Epirus Foundation (Grecia)*
    Il progetto Hypertour
  - ***Birgit Proell****, Responsabile del progetto, Istituto di Ricerca applicata per l'elaborazione delle conoscenze (Austria)*
    Il progetto Tiscover
  - ***Sarah Graham****, Consulente, Future Foundation (Gran Bretagna)*
    Il progetto Direct marketing on line
  - ***Reinier Van Kleij****, Direttore di progetto, EXOL (Italia)*
    Il Global Inventory Project (GIP)

  Dibattito

- *16,30 - 18,30* **Innovazione e formazione professionale nel settore turistico**

  Presiede: ***Roberto Costanzo****, Vice Presidente Unioncamere, Presidente CCIAA di Benevento (Italia)*
  Relatore: ***Alain Dumort****, Capo Settore, Commissione Europea - DG XXII*
  - ***Mounir Mouakhar****, Presidente Commissione Formazione dell'ASCAME Istituto di Management della Camera di Commercio di Tunisi*
  - ***Alberto Valentini****, Vice Segretario Generale Unioncamere (Italia)*
    Le strategie d'innovazione e di formazione del sistema delle Camere di Commercio italiane
  - ***George Antoun****, Presidente delegato al Turismo, Camera di Commercio di Marsiglia (Francia)*
    Sistema di prenotazione on line - teleinsegnamento fra i Paesi del Mediterraneo
  - ***Luigi Iavarone****, Presidente del CESVITEC, Azienda Speciale della CCI di Napoli (Italia)*
    Turismo, innovazione e nuove opportunità di affari
  - ***Mario Pani****, Presidente Consorzio 21 - Cagliari (Italia)*
    L'esperienza dei servizi d'innovazione alle PMI per le imprese turistiche
  - ***Margalit Ganor****, Direttore del Dipartimento per la Valutazione, Open University (Israele)*
    L'uso delle tecnologie nella formazione
  - ***Maro Kazepi****, Addetto al Turismo, Ente Turistico Cipriota (Cipro)*
    Il progetto Leonardo sulla rete per lo sviluppo del turismo culturale
  - ***Orlando Carreño****, Segretario Generale della Rete Mediterranea dei Centri di Formazione Multimediale (Spagna)*
    Tecnologia per lo sviluppo del turismo e della formazione in campo turistico

  Dibattito

- *18,30 - 18,45* *Coffee break*

- *18,45 - 19,45* *Tavola rotonda:* ***Risorse, progettualità e cooperazione per lo sviluppo del turismo nell'area mediterranea***

  Moderatore: ***Luigi Mastrobuono****, Segretario Generale di Unioncamere (Italia)*
  - ***Antonello Paba****, Assessore Regionale al Turismo, Sardegna (Italia)*
  - ***Antonio Rami****, Ministro Regionale dell'Economia, Governo Regionale delle Isole Baleari (Spagna)*
  - ***Vincenzo Viola****, Membro del Parlamento Europeo*
  - ***Presidenti delle Camere di Commercio di Tunisi, Algeri, Istanbul, Atene***

- *19,45* *Chiusura dei lavori:*

  Presiede: ***Romano Mambrini****, Presidente ASCAME, Presidente della CCIAA di Cagliari (Italia)*
  Relatore: ***Michel Carpentier****, Presidente del Centro Europeo per la Comunicazione (Francia) Direttore Generale onorario della Commissione Europea*

- *21,00* *Cena di gala, offerta dal Presidente della Regione Sardegna*

Programma culturale

- *9,00* ***Trasferimento dal Forte Hotel Village a Cagliari,*** *per assistere alla manifestazione folcloristica "Sagra di S. Efisio"*
- *14,00* *Pranzo*
- *16,00* *Pomeriggio libero*

Mostra permanente dei progetti Europei e Regionali

- 1 Progetto CICERO;
- 2 Progetto MINTOUR;
- 2b Progetto In TouriSME;
- 3 Direct marketing on line;
- 4 Bavaria Tourismus;
- 5 Tiscover;
- 6 Commercial websites.

Patrocinio

Presidenza del Consiglio dei Ministri - Dipartimento del Turismo - Italia

Commissione Unione Europea

Organizzazione

Camera di Commercio di Cagliari
Commissione Unione Europea - Direzione Generale XIII
Ascame (Associazione delle Camere di Commercio del Mediterraneo)

In collaborazione con

Regione Autonoma della Sardegna
Città di Cagliari
Unioncamere - Roma

Con l'assistenza di

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Fernando Aldana (Ministero per la Ricerca Scientifica e Tecnologica - Spagna)
Michel Carpentier (Centro Europeo di Comunicazione)
Claudio Carelli (Forum Europeo della Società dell'Informazione)

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Francesco Nachira (Commissione Unione Europea)

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Andrea Ricci, Francesco Nachira (Commissione Unione Europea)

Si ringraziano

Presidenza della Regione Autonoma della Sardegna
Fondazione Banco di Sardegna
Telecom Italia
CRS4 Sardegna
E.S.I.T. (Ente Sardo Industrie Turistiche)
I.S.O.L.A. (Istituto Sardo Organizzazione Lavoro Artigiano)

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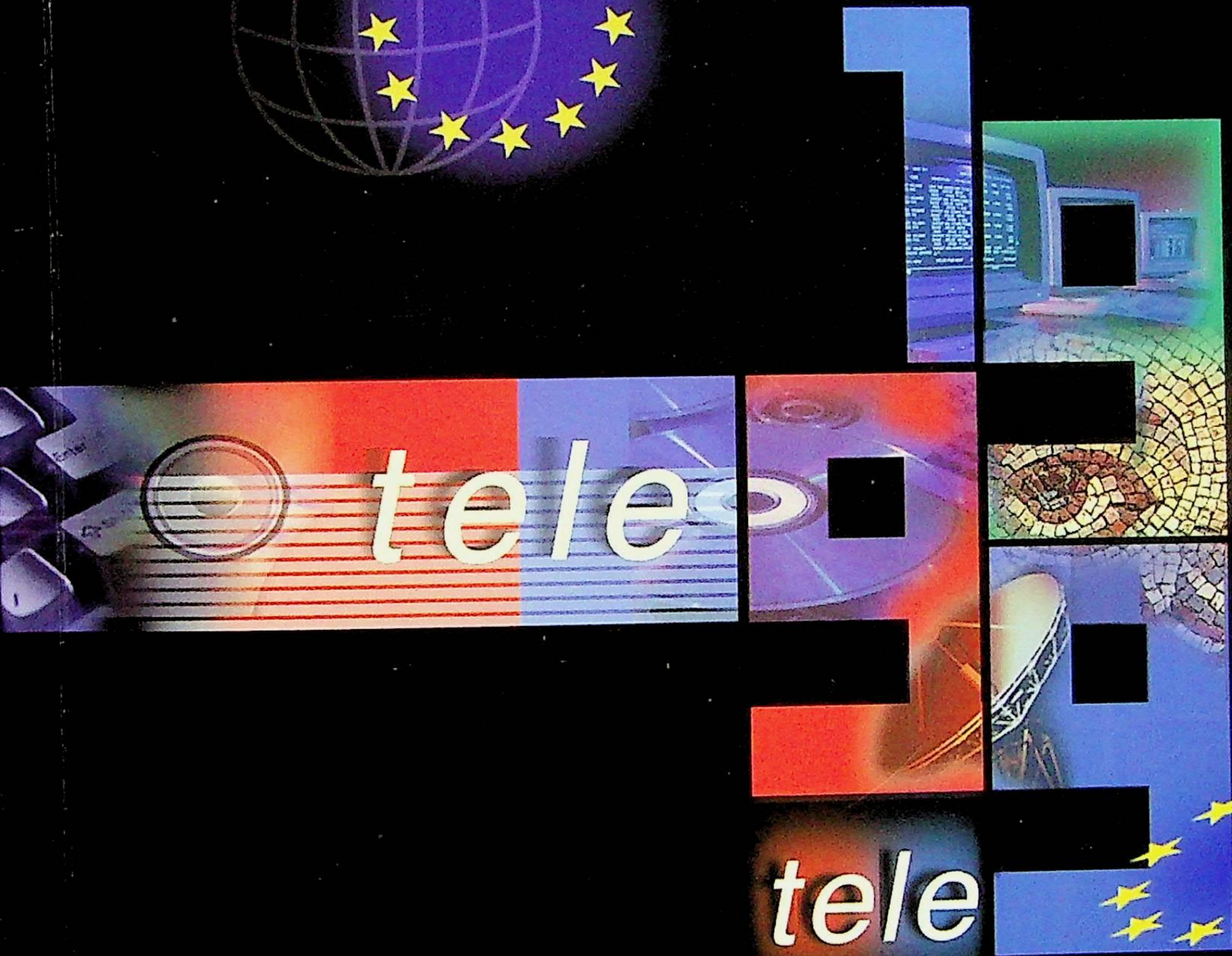
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Euro - Med Conference in Israel

In Cooperation with The Open University of Israel

Tel Aviv

October 25 - 27, 1999



Technology in Learning Environments

The Learning Citizen

ABSTRACTS

Tele 99
Technology in Learning Environments: *The Learning Citizen*

Euro-Med Conference

The Open University of Israel
and
The European Commission

ABSTRACTS

Tel Aviv, Israel
25-27 October 1999

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FOREWORD

The present Euro-Med conference on "Technology in Learning Environments", a cooperative venture of the European Commission and the Open University of Israel, is one of a series of conferences designed to promote cooperation and dialogue amongst European and Mediterranean countries towards discussion and interaction on various aspects of developing advanced technologies in the respective countries. The conferences are held on a rotating basis in various countries throughout the region.

The present conference focuses on the use of technologies in learning environments. The foremost experts, scholars and practitioners in the field will share their visions and their experiences. The sessions will offer participants an opportunity to engage in dialogue and interaction with their colleagues concerning the integration of state-of-the-art technologies in learning processes.

The 1999 Euro-Med Conference has been fortunate to have various sponsors. Without their substantial contributions it would not have become a reality. The names of the sponsors are listed on the back cover of this volume of abstracts.

Many people have contributed to putting the conference together. Their help in advising, organizing and conducting it has been invaluable. I would like to thank all these people, and their organizations, for making their time available.

I wish to thank all the keynote speakers and presenters for their contributions to the conference. This volume contains the abstracts that arrived prior to the announced deadline. The abstracts were slightly edited.

I hope that each and every participant finds the conference a rewarding and enjoyable experience.

Margalit Ganor
Conference Chair

Table of Contents

Current Evolution of Health Tele-Education Services Via Interactive Cable Television Networks

Teresa M. Arredondo and Miguel A. Valero
Universidad Politecnica de Madrid. Spain

Health tele-education is a broad concept usually referring to any kind of information and telecommunication service designed to provide both professional or non-professional people with medical/health contents of interest. The current deployment of interactive cable networks offers highly suitable opportunities for the multimedia dissemination of health content to multiple population sectors that are traditionally familiarized with the use of the TV set. Within this broad range of people we can distinguish among children at school, various chronic patients, the elderly, people in prevention/rehabilitation programs and even healthy citizens who could benefit from updated health education.

The evolution from traditional unidirectional CATV networks to digital ones based on HFC/xDSL/LMDS technologies has spurred the realization of European projects such as HC4002 - ATTRACT which, among other applications, is developing a health tele-education home service. Specifically, a nephrology unit is being involved to provide CAPD (Continuous Ambulatory Dialysis Programme) patients with customized health education to improve their knowledge and treatment of their kidney failure. Patients are not only able to watch customized medical video contents on TV in their homes, but can also interact with them through single questions that are sent back to the medical unit, thus providing valuable information about each patient's assimilation process. Data collected at patients' homes are sent to medical units using the return channel provided

by bi-directional cable networks, although the telephone can be used when two-way cable deployment is not fully available.

The possibility of sending specific information to every patient through Video on Demand or Near-Video on Demand services makes most recent digital cable networks very appropriate for this kind of service. As interaction with TV is much easier for people who usually do not work with computers, the application of emerging and easy-to-use features of interactive TV devices is a key factor, for it facilitates the use of tele-education services by patients, the elderly or disabled, or housewives.

ATTRACT's ongoing results show a high degree of acceptance by users, both health professionals and patients, validating these technologies as very suitable for educational purposes. The rapid evolution of digital networks in tandem with interactive TV solutions demands deeper studies and implementations to provide highly efficient and affordable health tele-education services.

Autonomy-Oriented Education: A New IT-Based Educational Paradigm for Postmodern Democratic Societies

Aharon Aviram and Yael Bar-Lev
Ben Gurion University, Israel

Our paper describes an educational process supported by the use of Intelligent Technology (IT), reflecting the new educational paradigm we call AOE (Autonomy-Oriented Education). The object of this paradigm is to enhance the sense of individual autonomy, morality and belonging in young people. AOE constitutes a groundbreaking effort to transform liberal democracy's humanistic view of individual development, believed to consist of a process of reflective "experiential living," into an actual educational process. It is also a pioneering attempt to develop new modes of using IT in education, modes intended specifically for this purpose. We are motivated by the desire to channel the potential of IT development, and of chaordic organizational structures, into the creation of a meaningful educational environment which serves a basic set of desirable values.

More concretely, we refer to our contribution to a European project called "Today's Stories," supported by the EU's Esprit program. The goal of this project is to create an educational program for early childhood (4-8 years) based on the theoretical principles of AOE. The project, operated by a consortium of eight nations, is implemented in two educational sites – an elementary school in Denmark, and a similar school in Israel.

The AOE paradigm has served as the basis for the educational framework of "Today's Stories." This framework was originally developed at Ben Gurion University's Center of Futurism in Education as part of another project, called "The School as a Communications Center."[1]

The paper will focus on the theoretical aspects of the AOE paradigm, presenting its rationale and the essential role of IT within it, as well as its ongoing implementation in an Israeli elementary school.[2]

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1 Aviram A. 1993. "Personal Autonomy and the Flexible School". *International Review of Education* 39(5): 419-433, 1993. See also: Aviram A., "Towards a United Theory of Education Toward Autonomy" or: "A Suggestion for a New Educational Paradigm for Postmodern Democracy" (*unpublished*).

2 "Today's Stories 1998": Description of the RTD Project Submitted by Dr. Walter Van de Valde, Research Manager, Starlab Research Laboratories, Riverland. Dr. Van de Valde serves as moderator for the "Today's Stories" project.

EDCOMNET – Educational-Communal Urban Net

Aharon Aviram, Orit Comay, Alon Native
Ben Gurion University, Israel

1. Objectives

1.1 Direct objectives

To develop an urban Educational Net (EDNET) on the levels of formal and adult education and based on a humanistic empowerment theory aimed at the enhancement of:

a. the development of its users' personal autonomy (see 1.2.1 below);
b. the values of liberty, equality, fraternity (or participation) and social integration within the urban community.

1.2 Indirect objectives

1.2.1 To create a research field for the study of the best combination (from the perspective of its contribution to individuals' autonomy, liberty, equality, fraternity and integration as understood in light of the basic humanistic empowerment theory) of technology, interfaces, modes of access and elaboration of information, mainly in light of the Action Theory (Nardi 1996).

1.2.2 To lay the foundation of an Urban Educational-Communal Net (EDCOMNET) that also allows for autonomy-enhancing authorities-citizens relationships and communal discourse.

1.2.3 To lay the foundations for the "School of Tomorrow," "flexible Life-long Learning Processes" and "advanced learning systems" supported by the EDCOMNET.

2. Possible future development and extensions

- The EDNET is part of a larger conception of an urban net: EDCOMNET (educational-communal net). It can be extended to this wider net with a relatively minor investment. The EDCOMNET will enhance the desired values through two additional levels of functioning: a communal level consisting of autonomy-oriented group forums discussing issues of interest to the various communities and to the city as an whole, and autonomy- enhancing authorities-citizens interaction.

- The EDCOMNET in turn could be further extended (again with a relatively minor investment) to support Life-long Learning Processes, mainly by adding special consultation forums, smart agents and data bases and programs to the second of the above levels.

The Role of User Interface for Computer Base Training System

M. Bank, V. Tsingouz and A. Babushkin
Holon Institute of Technology Arts and Sciences, Israel

The Department of Communications Engineering Center for Technological Education Holon has gained experience in the development and application of the Simulation Model as a "Virtual Teacher" and as a "Virtual Experiment" in the teaching process.

Efficient use of the Simulation Model in the teaching process is insured by the complete functionality of the Simulation Program, as well as by the set of means offered by the User Interface.

User Interface must provide the comfort of the psycho-physical perception of displayed images and a full range of options in functional control.

The Superheterodyne Receiver study program is used as a model throughout the report.

An Internet Site For the Course - "The World of the Bacteria"

Dror Bar-Nir
The Open University of Israel

An Internet site for the Open University of Israel's academic course "The World of the Bacteria", as a new way of teaching, enriching and connecting academic material to everyday life, was established. The site was not established for the students of this academic course alone, and teachers, high school students and members of the general public interested in the amazing world of these small creatures are also invited to visit the site and use the materials for teaching or studying.

The Internet site includes:

1. Articles and items published in scientific literature and in popular science magazines. Most of them are in Hebrew, and their inclusion was subject to the permission of the authors and the magazines' editors.
2. Database – basic information on almost every genus of bacteria and archaea. This is updated regularly.
3. Items on interesting topics (written by this author) – based on the scientific literature.
4. Essays by students – written as part of their course assignments.
5. News – summarized by this author from the scientific literature and news media. This section is updated weekly.

Photographs – with permission of the photographers or the copyright owners.

Support applications:

1. Lists of all known related papers in the scientific and sub-scientific literature, categorized according to subject.
2. Lists of books and movies and their sources.
3. Links to related sites in the Internet.
4. Forum – to discuss academic materials and for questions and answers.

Also included:

Jokes, riddles, proverbs and similar miscellaneous items.

Different Facets of Distance Learning for English Teachers

Yael Bejerano, Isabel Berman,
Esther Klein-Wohl, Lily Vered
The Open University of Israel
E-mail: yaelbe@oumail.openu.ac.il

This presentation supports the conviction that asyncronous computer mediated studies supported by e-mail enable a highly learner-centered approach to teaching in higher education, and suggests a simple and extremely cost-effective way of organizing courses to benefit from this mode of delivery.

The presenters will examine some of the course design factors such as structure, content materials, mode and direction of instruction, tutor control, learner responsibility and moderation of learning , and will describe the interactions, benefits and limitations of each one of these factors in relation to the others.

The pedagogical paradigm used for designing academic programmes will be discussed, and three examples of in-service professional development courses for English teachers recently produced and piloted within the EFL Unit of the Open University will be presented:

- a Methodology course
- an Applied Linguistics course
- a Literature course

The problems that encountered in actualizing the teaching goals as well as some of the successes achieved will be shared, and implications for future developments will be considered.

Cooperative Construction of Culture and Identity in a Virtual Community

Zvi Bekerman and Gabriel Horenczyk
The Hebrew University of Jerusalem, Israel

In the field of education, new technologies are primarily seen as powerful tools for promoting cognitive development. We propose to explore the potential of the new communicational technologies to foster cultural education, broadly conceptualized as enculturation into particular socio-historical traditions. Our approach is grounded in a constructivist orientation which sees culture and identity as becoming activity and dialogue.

We have recently developed the CD-Golem system, an assemblage of activities which allows students from Jewish schools around the world to communicate and jointly work on tasks related to their culture and cultural identity. In this virtual community participants are asked to deal with dilemmas related to their situation as a cultural minority, to publish cooperatively an electronic newspaper, to present their communities in context and to inquire about other communities, while researching a variety of issues pertinent to their socio-historical traditions. Throughout the system, the mythical and virtual "Golem" coordinates, encourages and challenges the participants in their work. Since its inception, the program has built in a research component, and all the activities in the system are being recorded for educational and research purposes.

In our presentation we will discuss the philosophical and educational assumptions underlying our use of modern technologies while providing examples and illustrations of the activities and their role in triggering discussions on culture and identity.

From Traditional and Open University Models to a Virtual University Model

Michal Beller, The Open University of Israel[1]

The Virtual University (VU) notion is gradually gaining recognition in higher education around the globe, and particularly in North America. The definition of a VU and its exact mode of operation vary greatly from one case to another. However, several common principles are shared by VUs: (a) accessibility at any time and from any place; (b) the learning process, including interaction, is carried out through technology; (c) students are being offered full programs; (d) all academic and administrative services, including library, are available online, and (e) residential studies are not part of the requirements.

Open universities (OUs) around the globe operate along some of the above principles. One example is the Open University of Israel (OUI), established in 1974, as a distance teaching institution with open admissions policy. Yet, it is argued that there are essential differences between an existing OU operational model and a VU prototype. This presentation will focus on the common and distinctive features of the two models, including target populations and learning processes.

Providing high quality studies from a distance, a quarter of a century ago, required an organizational and pedagogical paradigm shift to replace the on-campus teaching model with a new one. The lectures were "transformed" into well-designed textbooks; study-guides and tutorships complemented the self-study learning process. Student support and administrative services were provided both from a distance and to a limited extent also locally. However, in response to students' needs and preferences, the OUI has gradually introduced more and more local f2f tutorials in small groups. Quality assurance procedures were introduced to monitor the whole process. These procedures are essential in validating a learning process in which the senior faculty member is not actively involved in teaching, and where the students' body is very heterogeneous (mainly due to open admission).

OUs are natural candidates to evolve into VUs. Had OUs been established nowadays, it is likely that most of them would have been formed as VUs. However, in practice, many traditional universities have become more interested and more active, than OUs, in establishing a VU. In addition, new players entered the arena and constituted independent VU institutions (for-profit and not-for profit). This presentation will discuss possible reasons for why OUs are not the leaders of the VU educational "revolution", as might have been anticipated. It will analyze the driving and restraining forces behind the OU model vis-a-vis a VU. The analysis will focus on the current strengths, weaknesses, opportunities and threats (SWOT) facing the OUI, and the extent to which it can benefit from branching into a VU model. It will relate to the current implementation of technologies at the OUI within the framework of pedagogical, organizational and economical aspects. A comparable analysis, including exemplary online projects, will be carried out for the transition from an on-campus teaching in a traditional university to virtual-teaching.

[1] This presentation was prepared jointly with **Ehud Or** – former Director-General of The Open University of Israel

Educational Technologies and Educational Goals and Content – The Interplay

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Educational technologies do not only supply the learner and the teacher with new learning environments.

Educational technologies do not only improve and expand a given curriculum.

Educational technologies enable new thinking about the goals and content of studies.

The interplay between the content and the technology-rich environment presents an innovative paradigm in higher education, for it exposes both the teacher and the learner to a new approach to the various different domains of science, their models and theories.

We have now a rare opportunity to rethink the curricula and the educational styles of colleges and universities based on the capabilities presented by the richness of the digital technologies.

The dilemmas will be discussed and illustrated by examples from research and development.

SYNOPSUS - A Video Annotation Educational Technology Tool

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Video films are particularly suitable as a way of experiencing the world because they provide a vicarious but dynamic encounter through sound and vision. Moreover, they use a number of technical devices to manipulate that experience. Salomon (1979) called these devices "supplantations", in the sense that they supplant a cognitive process.

However, video films in their present, mostly passive, form and use, do not succeed in contributing enough to the learning process. In active learning students are able to reflect, construct and interact (Laurillard, 1993, Bates, 1997). In such learning environments, students are expected to comprehend the structure of the lesson, integrate its parts and construct their knowledge by acting based on experience. Present video film learning environments do not succeed in providing such a model.

The tool we present was designed to improve the passive "learning by viewing" model. By utilizing a simple user-friendly interface, the tool allows students to engage in active, reflective, and interactive learning with existing video films. By allowing students to actively summarize a video film, the tool encourages them to engage in active learning. While summarizing the film, students are creating their own personal model of the movie, its structure, and its contents.

By automatically attaching relevant video icons next to a summary block, the tool provides an easy way of keeping track of, and returning to, important points in the movie. This capability encourages students to engage in reflective thinking since relevant sections of the movie can be found and seen by clicking on an associated video icon that immediately moves the movie to the intended section. Reflection is also aided by allowing immediate access to relevant sections in the movie via simple word searches on the textual summaries.

The tool also allows instructors to prepare interactive questions and assignments pertaining to the watched movie. The questions and assignments pop up when the student reaches a pre-specified point in a movie. The students then engage in active search and analysis of the movie until they have arrived at an answer.

SYNOPSUS can also be used during frontal teaching sessions. By using the presentation mode of the tool, instructors can show predefined segments of a movie along with their own headers and annotations.

This pilot study focused mainly on students' usage patterns and attitudes towards the tool.

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Factors Affecting Student Preferences for Internet-Assisted versus Traditional Distance Learning Environments

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Introduction: The present research investigates the factors affecting student selection of Internet-assisted vs. traditional distance learning environments. The research took place at the Open University of Israel (OUI) when Internet-assisted courses were first introduced. OUI is a distance education institution which bases its teaching on the following two principles: open admissions and flexibility. Flexibility expresses itself in the time and place of learning (mainly at home whenever the student chooses), in the pace of learning (1, 2, 3, or more courses each semester), and in the number of tutorials needed (weekly or once every three weeks). Thus, there is a strong belief in giving students opportunities to exercise autonomy by choosing their learning environment.

Traditional distance learning has been based primarily on textbooks specially written for the distance learner: content and didactics are part of a good distance learning textbook. The books are self-contained (for the distance learner studying on his own), with illustrations, simulations, exercises and other activities which compel the user to be an active learner. Whenever possible, distant students receive video cassettes, study guides, CD's, etc. However, no easy solution was available for interaction between learner and tutor/teacher and between the learners themselves. Face-to-face tutorials in local study centers were the only possible solution.

With the technological developments associated with the WWW and the Internet, new frontiers were opened for distance learners. Consistent with the ideology of student autonomy, students are encouraged to choose the learning environment that they prefer: Internet-assisted or traditional distance learning.

Purpose: The purpose of this study was to examine differences between the students who chose one of the two learning environments. We examined three types of variables: personal value priorities, cognitive abilities and background variables.

1. *Values and preference of learning environments*: Values are socially approved verbal representations of basic motivations (Schwartz, 1992). They are desirable goals that transcend specific situations and serve as guiding principles in people's lives (Schwartz & Bilsky 1987, 1990; Schwartz & Sagiv 1995). The crucial aspect that distinguishes between values is the type of motivational goal they express. Schwartz identified ten motivationally distinct types of values, and validated them in cross-cultural research in many countries (Schwartz, 1992; Schwartz & Sagiv, 1995).

Actions taken in pursuit of each type of values have psychological, practical and social consequences that may either conflict or be compatible with the pursuit of other value types. The total pattern of relations of conflict and compatibility among value priorities yields the distinction among two bipolar value dimensions according to the motivational goals they express: (1) a conflict between openness to change (*self-direction and stimulation) and conservation (conformity, tradition and security*); and (2) a conflict between *self-transcendence (universalism and benevolence)* and *self-enhancement (achievement and power)*. We postulated that the first conflict is most relevant to the choice of an innovative rather than a traditional learning environment.

Conservation values emphasize preservation of the status-quo and certainty in relationships with close others, institutions and traditions. Therefore, we hypothesized that individuals who choose an innovative learning environment such as Internet-assisted courses attribute relatively low importance to values of this type.

Openness to change values emphasize following one's own intellectual and emotional interests, even in unexpected and uncertain directions. Therefore, we hypothesized that individuals who choose an innovative learning environment such as Internet-assisted courses attribute relatively high importance to these values.

2. *Cognitive abilities*: We expected that students with high mathematical aptitude would prefer an Internet-assisted learning environment while students with a lower aptitude for mathematics would prefer traditional learning environments.

3. *Background variables*: Consistent with past research, we expected gender and age differences in preferences of learning environments. Past research indicates that males express more positive attitudes towards computers than do females (Martin, 1991). Extending this finding, we expected gender differences in the same direction in preference of learning environments. Furthermore, Czaja and Sharit (1998) found that age correlated negatively with positive attitudes towards computers. Thus, we expected that older students would tend to avoid studying in Internet-assisted environments.

Methodology Two groups of students were compared: those who chose an Internet-assisted environment with those who chose a traditional distance learning environment. Comparisons were made in the following variables: (1) importance attributed to conservation values versus openness-to-change values, measured by a Hebrew version of the Schwartz (1992) value questionnaire; (2) previous academic record; (3) age and gender. Comparative results will be presented.

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Educational Leaders in an Era of Changing Learning Institutions

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Educational leadership has recently won growing attention amongst members of the scientific community. Scholars call for better preparation of the educational leaders so that the leaders will be better able to cope with current and future dilemmas associated with the changing learning institutions and their environments (e.g., Clark and Clark, 1996). It seems that present efforts of various educational institutions do not yield a satisfactory cadre of potential school principals who are able to resolve the present ailments of the system, and prepare the students for the educational challenges of the 21st century.

This paper is aimed at describing the potential characteristics of the educational leadership in the 21st century, based on predicted attributes of future learning institutions. Such a goal is not simple to achieve, as testified by various scenarios of future educational systems, each with a different portrait of educational figures as the leaders. In this paper, I will first describe the characteristics of the changing learning systems, followed by a portrayal of their organizational cultures, and will conclude with a delineation of the potential leadership features of these institutions.

Empowering European Teachers to Use Multimedia Tools within Their Teaching Practise – Challenges of Implementation: Experience and Research Findings

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The Extranet Education project is a European educational multimedia research project, developing a multimedia toolkit for teachers to effectively use telematics and multimedia tools in their everyday teaching practise. It is a partnership between three European cities, London, Barcelona and Bologna, with teachers in each city collaborating with each other.

The multi-lingual toolkit comprises an Extranet, which is an online integrated learning environment for teachers, and a suite of educational wizards, which are easy-to-use software applications enabling teachers to author their own multimedia lesson materials. The project works with teachers across the educational spectrum.

Implementing the toolkit developed by the project at both the local and international levels raises a number of issues and challenges, which the project must prepare for and take into account when evaluating its overall effectiveness. Language, culture,

trans-national collaboration, sectoral differences and reluctance to adopt technology and multimedia are some of the main issues that will be discussed. The presentation will focus on the toolkit developed for the teachers, implementation strategies and a report on the practical experiences of implementation.

Creating An Active Community of Teachers Through the Use of Online Forums

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Teachers worldwide, and in Israel as well, are often detached from colleagues teaching the same subject areas. A small number of high-school teachers may occasionally foster professional collaboration within their schools, but their actual collaboration with the larger community of their colleagues in other schools is usually very limited. This phenomenon may seriously impede their professional development and educational upgrading.

The exchange of new ideas and acquired knowledge within professional communities can be highly advantageous for the teachers and may benefit the students as well, as they gain from the experience of other successful teachers and their learning materials. Realizing the importance of promoting the professional development of teachers, particularly those of technological subjects, the Israeli Ministry of Education's Division of Science and Technology and the Amal Educational Network have embarked on a new learning project in which on-line forums for teachers have been established. The main objective of the project has been to foster professional collaboration between teachers of technological subjects by using an advanced technology of on-line forums in the Internet.

We have adopted a novel approach different from that of other educational forums elsewhere in the world. The forums were established as both discussion areas and an on-line resource center, thus facilitating the exchange of learning materials between teachers. More than one hundred teachers of technological subjects from all over the country have been actively participating in the on-line forums and contributing study materials. The project has gradually become an active community of teachers sharing their experience, educational materials and lesson plans. Teachers share insights relating to their specific subject areas, such as architecture, computers or business administration.

The on-line collaboration also resulted in the joint development of new study materials for the matriculation exams in Israel. New test items were developed as part of the joint database. The technology teachers have received ongoing support by tutors either through the regular meetings or via on-line guidance of virtual tutors within the Internet forums.

The on-line dialogue between the technological teachers in Israel has also inspired the introduction of new cooperative teaching methods in the schools, thus ending the long-standing isolation of technology teachers in Israel and instilling high-order skills in Israeli school students.

Following the success of the project the Israeli Ministry of Education is planning to extend the on-line community of technology teachers, thus allowing more teachers to take an active role within the on-line forums.

Distance Learning: A Tunisian Contribution to Implementing Sustainable Peace and Development in the Afro-Mediterranean Region

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Tunisia is an Afro-Mediterranean country, bridging between Africa and Europe and less than 50 miles south of Italy. Tunisians are from multicultural backgrounds, allowing for a spontaneous openness, tolerance and cooperation. Tunisians have been developing opportunities in trade and commerce in the region, a context that has made Tunisia a peaceful and secure country attracting visitors and tourists from all over the world. It has also allowed us to be at the forefront of all mediations, and of conflict resolution preferring collaboration to confrontation.

This communication illustrates the efforts of the author during the last five years and together with the full support and guidance of Israeli colleagues, to contribute to bridging between people from all over the Afro-Mediterranean region and to participate actively in people diplomacy, in learning experience, and in the nurturing and fostering of business and cooperation. Specifically we will present the Partnership between the NGO

Women for Sustainable Development (WFSD) and the Private University of Applied Technologies and Computing Sciences. The most important outcome of this partnership is the Tunisian Institute of Peace and Sustainable Development, an extension of the Afro-Mediterranean Movement for Sustainable Development, launched in May 1995 during an All-Israel Mobile Seminar organized by SPNI.

This institute puts a lot of emphasis on the attenuation of conflict and the promotion of peace and collaboration; on the acceptance of differences and perceiving them as assets; on the promotion of systematic research and thinking on issues connected with peacemaking processes and conflict resolution; and on cooperation rather than friction. The language of communication, teaching, training and distance learning will be English. The Institute will run its pilot project, The Teleservices Campaign, over the next three years, 2000-2002. We have been reporting these developments to our partners in Italy, UK, Greece, Spain, USA and France. We are using the conference context to develop contacts with potential partners from Israel.

Community-Based Learning: Integrating Formal and Dynamic Learning

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Community-based learning is set of means for delivering hosted content that also enables the learners to deploy much more through the content, thus raising the level of learning and the skills needed or required. Using the power of the Internet allows for the creation of an on-line community that provides the strengths of the face-to-face classroom and more.

With the maturing of Internet technologies we now have the capability to integrate two strands of learning to the on-line community:

1. *Formal Learning* which involves structured curricula and mentoring. It is usually suited to those following formal learning paths such as certification.
2. *Dynamic Learning* which provides for immediate access to specific knowledge or content on an as-needed basis ('on demand'). It also allows collaboration for knowledge sharing.

In the present paper we will describe these two modes of learning. Especially, we will focus on its integration into the learning environment. We believe that together, Formal Learning and Dynamic Learning, can provide a powerful knowledge building and learning experience that adapts to the learners' needs.

Teaching and Learning in the Future University: The Challenge for Universities in the Knowledge Society

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The information science revolution has brought about a shift from an information society to a cognitive society. While on the one hand a cognitive society's new feature technologies create new educational and training needs; they offer, on the other hand, new solutions to meet those needs and to build tomorrow's society.

We are experiencing a cultural revolution that, thanks to the extension of information and telecommunications networks, is already challenging the institutional and traditional models of both school and university. Training opportunities, readily available today thanks to new technologies, allow for acquiring knowledge and skills outside traditional educational or training facilities; anyone can learn through information networks. Using the Internet, the student has the opportunity to access many sources of knowledge.

In addition, the use of satellite television networks wholly dedicated to education have a great effect on how citizens can access knowledge. Telematics puts an end to the one-way transmission of knowledge and opens up a new line of communication between students and teachers. It is possible to develop the same kind of interaction that takes place in a traditional teaching setting in a real classroom, where the teacher explains and asks questions, the students answer, and there is interaction between teachers and students and among students. In this way, Telematics also allows for the development of collaborative learning through the automatic linking of the teaching and the learning

processes. It also allows for a process of interpersonal communication that enables interlocutors to express feelings, stimulate others and make social contacts. In virtual classes, not only it is possible to reproduce learning and teaching activities as they occur in traditional classes, but also to increase the quantity of information available. There is also the possibility of activating a wide variety of interactions among individuals of different cultures and cultural levels, people who have had different life experiences, and who come from the different educational environments of various countries of the world.

Physical distances have been shortened by new communication systems that allow people and cultures to become closer, thus opening the way to a global communication system that can change our way of life and our way of learning and thinking. Such changes allow for the creation of a new process of innovation, strengthening the whole educational and training system. The development of a larger and more open educational system – one that may also involve some risks – is at our doorstep.

In this context the university, an institution which for years has satisfied the need for higher education, must be able to play a determining role in political, economic, cultural and social development, and must adopt effective strategies to respond successfully to new needs and to reach new users. To make this happen, it is necessary to:

- find a way to prevent the university from losing its role as a center for transmitting knowledge through teaching;
- identify new policies of intervention which allow old institutional models such as universities to respond in an appropriate way to the training needs of our society;
- redefine their functions to integrate themselves in the new context and the new environment of the information society;
- acquire new competencies in order to adapt to new demands;
- cope with parallel and separate initiatives;
- modify the professional role of the teacher.

This is the challenge that training institutions now face. The university, where both research and teaching take place, is the natural site where this challenge can be met. Using its unique qualities the university can play an important role for both teaching and research by defining new means and methods of communicating knowledge that use the new information and telematic technologies, and that activate new flexible and diversified teaching/learning processes in the information society. The university can, at the same time, guarantee the quality and freedom in the entire training process that are part and parcel of the content and of the teaching methodologies.

Satellite Centers – "Traditional" Classroom or a New Paradigm?

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This study is the result of a series of classroom observations which took place at the Open University of Isrel in three different courses. All courses were conducted within two settings: face-to-face meetings and satellite centers (two-way audio).

The unique features of the settings of both students and teachers/lecturers were documented as accurately as possible. These included: body language, questions and answers, use of instructional aids, attendance, and so forth. Short interviews and conversations with students regarding the classes they were attending were written down as well.

Analyzing these field notes, by applying anthropological tools, illuminated two predominant issues: interaction and dynamics. While the students in the face-to-face setting interact with each other and with the tutor, their peers at the satellite centers have two more objects of reference: the first one is the students at the other centers, the second is the television screen, or rather, the image of the lecturer. This multi-layered setting will be analyzed in greater detail in the light of Pasks' "conversational theory" and Copeland's "Media Quadrant Model" (1981).

Dialog and structure (as defined by Moore, 1977), as well as restrictions imposed on the students, generate a certain set of dynamics within the classroom. My working hypothesis is that a comparison of the two settings, taking into account the above variables, will reveal the underlying causes of the differences between the observed dynamics and their evolution.

The concepts of the "Super Classroom" (Marzotto, 1993) or the "Remote Classroom" (Bates, 1995), which belong inherently to the electronic era, will constitute an additional aspect of my presentation. The changing facets of the current innovations in the field of education give rise to a dispute, which can be summed up as follows:

1. Employment of technology or, relevant to our discussion, satellite technology, changes profoundly the roles of the tutor/student, and alters the "traditional" educational paradigm;
2. Technology is merely a "carrier" of messages and information distinct only in scale and small features, but not in substance.

On the basis of the findings of this research and constructed theorization (such as Clark's notions of delivery and instructional technology), I will attempt to address the more specific question of whether there is a qualitative difference between satellite classes and face-to-face meetings, or whether it is one of scale alone.

The Internet and the Book: Media and Messages in Teaching Business Ethics

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The adoption of new educational instruments requires a reexamination of traditional tools and the integration of the new and the old. The central idea advanced by this paper is that the use of networking learning technologies when teaching business ethics is not only a matter of methodology but also a matter of educational message.

The combination of the book, which represents the truths of moral theory, and the Internet, which provides up-to-date empirical knowledge, actualizes the process of reflective equilibrium, and thereby the real meaning of ethical decision making in business. The concept of reflective equilibrium underlies the curriculum of a one semester course in business ethics. A Phase-model of moral decision making in business serves as the central axis of the course schedule, whereby each phase, in turn, outlines the framework of the "class" discussion as the course progresses.

The actual teaching experience demonstrates that networking may enrich both individual and group learning processes and advance the growth of business leadership capable of incorporating moral considerations within managerial decisions.

Information Search Patterns on the World Wide Web

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The growth of the World Wide Web and its increasing accessibility have opened new opportunities for the user. The WWW has become an unlimited source of information on any subject, accessible from anywhere, any time. The information on the WWW ranges from academia libraries, museums and educational projects, to governmental information and commercial Web sites. However, searching for specific information is a complex activity.

The purpose of this study is to characterize the search patterns among WWW searchers and to measure their success in retrieving information. Fifty-four graduate students at Tel Aviv University were tested in retrieving three information items using the Web: a picture of the Mona Lisa, a recipe for apple pie and a full text of Robinson Crusoe. A detailed logging of all the steps of the search was conducted for each participant. Log file analysis included: degree of success, duration of the search, type and quality of the retrieved information, number of steps for an assignment, and the different strategies, tactics and tools used.

Preliminary analysis reveals that the total percentage of success was low: only 55% of the searches were successful. Only 15% succeeded in all three tasks, 40% found two items, 39% found only one item, and 6% found none. In more than half of the cases the

retrieved information came from an "unofficial" source. High variance was found in the time subjects spent on the task (between 1 and 41 minutes), and the number of steps they used (between 2 to 164 steps per search).

The discussion will present common strategies and tactics of information search on the WWW, while trying to point out factors for failure and success.

Effectiveness of the Computer-Mediated Learning Environment in Science Teaching: The Course "Earth Sciences and Astronomy"

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A course entitled "Earth Sciences and Astronomy" was initiated at the Kaye College of Education three years ago. During the first two years it was taught in traditional ways, but during the last year it was taught in a computer class with access to Internet. The use of educational computer programs and Office tools was also possible. Nineteen students and teachers participated in the course.

The goals of the course were:

- To allow students to try a variety of learning environments and to use updated information dealing with the earth's phenomena.
- To help students develop the ability to interpret materials presented in scientific form.
- To expose students to educational resources in the Internet and to help them develop their own resources in a computer mediated environment.

In this presentation I will describe the advantages of a computer mediated environment for science education, compare the teaching methods in traditional and computer mediated environments, and discuss the useful equilibrium between the two. I will also present some of the difficulties that I, as a teacher, encountered in lesson planning.

The URL address of the course site: www.macam98.ac.il/~olzang/earth/index.htm

Differential Impacts of Information Technologies on Three Academic Environments: The Elite Sector, Mass-oriented Universities, and Distance Teaching Institutions

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The actual and potential impact of information technologies on different educational settings varies greatly. This presentation focuses on the implementation of the information technologies in higher education, and differentiates between three distinct academic environments: the elite research sector, the mass-oriented universities and the full-fledged distance teaching institutions. The academic goals, potential clienteles and organizational infrastructure of each of these sectors are immensely diverse, and these profound differences shape the ways in which the new information technologies are harnessed in each context to the benefit of variable interest groups. Reaching out to dozens of thousands of students is naturally not part of the research universities' agendas, but enriching and improving the learning/teaching processes is definitely a desired goal in most institutions.

The purpose of this presentation is to depict the current and future impacts of the information technologies on the elite sector, the mass-oriented universities and the distance education providers in relation to the eight following variables:

- Fabric and roles of the students;
- Nature of the teaching;
- Academic curricula;
- Research;
- Institutional size and institutional boundaries;
- Organizational infrastructure;
- Inter-institutional collaboration (within and outside the academic world);
- Globalization of the higher education markets.

Integrating an Interactive Multimedia CD-ROM into a Distance Learning Environment

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A basic course in the field of Behavioral Neuroscience presents many challenges to psychology students who are required to take this course without necessarily having the required background in chemistry, biology, neurophysiology and anatomy. In addition to this lack of basic knowledge, course students must deal with complex anatomical structures and physiological processes which are very difficult to explain in a traditional distance learning environment (namely, a textbook, a student guidebook and weekly tutorials).

An interactive multimedia CD-ROM was designed and developed to facilitate the teaching and learning of the material of the course. The following state-of-the-art multimedia technologies were incorporated into the CD: (a) 3-D anatomical models of the brain, the brain stem and the eye; (b) animations of physiological processes (such as generation of the action potential); (c) video clips based on classical experiments conducted by prominent neuroscientists; and (d) video clips of patients with neurological impairments related to visual perception and control of movement.

Each student received the CD in addition to the textbook and the student guidebook. To encourage the use of the CD-ROM by students and tutors three didactic steps were taken:

1. Indications to work with the CD were added to the student guidebook where relevant.
2. In each of the assignments given during the course, at least one question required the use of the CD.
3. Tutors were instructed to use the CD during the frontal teaching tutorials.

Two questionnaires were constructed (one for tutors and one for students) to examine the following variables:

- the quality of the CD-ROM (e.g. its user-friendliness and clarity);
- the extent of its use;
- the way it is integrated in the learning/teaching process;
- the CD-ROM's contribution to the learning/teaching process.

The data collected enables us to evaluate the different components of the CD and its integration into the teaching/learning process, and to ascertain whether students and tutors differ in their perceptions with regard to the CD and its efficiency and contribution.

Information Technologies and Objects to Learn With

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Dozens of presentations and articles in journals try to capture the idea that information technologies change the way we live, work, think and behave. Moreover, the number of computer users has grown significantly. One explanation for this growth is the emergence of information technologies in general, and of electronic communication tools in particular. This means that one may sit in front of the computer screen without feeling isolated.

In this discussion an additional explanation for the increased number of computer users is presented. It is suggested that, in addition to the electronic communication tools that information technologies provide, they may also support one's thinking and learning processes.

The object-oriented paradigm (OOP) has a central role in the design of computational environments. Based on the OOP perspective, two activities, which are carried out in computational environments, are analyzed: (a) construction of a web-site and (b) electronic communication. A special emphasis is put on the educational aspects of these activities. More specifically, I discuss connections between the object-oriented paradigm and the constructivist perspective, and illustrate how learners acquire new expression media, with objects they feel comfortable thinking and learning with.

Collaboration and Teacher Training Through the Internet

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The age of the Internet has brought with it numerous options for communicating outside of the classroom. How can these tools be used to help teachers learn how to use and teach through the Internet? One possible solution can be found in the collaborative "buddy" model set up for the distributive learning course "English Through the Internet."

In this model the teacher-trainees of English join pupils in schools in Israel and abroad in collaborative projects. The teacher-trainee acts as the mentor with respect to helping the pupils improve their literacy skills and the teacher-trainee and pupils collaborate using the tools of the Internet to carry out joint assignments. The means of communication are asynchronous through e-mail, discussion groups and forums, and synchronous via MOOs IRC and chats. The joint results are published as web-folios on the Internet. This model aims at giving the teacher-trainees "teaching practice" through the Internet to prepare them for incorporating the computer and the Internet in their classes in the future.

Experience Gained in Implementing a Virtual School as a Student Initiative

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The author of this paper recently received a research fund to establish a virtual school designed for a broad range of learners. Following reports of several successful instances of learning in the electronic environment, the National Higher Education Council has given all universities in Turkey mandates to begin distance education programs.

A virtual school presupposes the existence of some kind of courseware to which students can refer for course subject matter and in which examinations are delivered in a similar way to the traditional method. Contrary to the traditional methods, we have proposed an "exploratory learning" approach for our school, in which students are expected to prepare their own material and submit it for approval under the close guidance of instructors acting as mentors. This project is now under way and students have taken the initiative of preparing the electronic environment.

Students are strongly suggesting that learning should be based on free discussion and the sharing of information. Drafts for a home page, news page and student registration page are currently being prepared, and students are sharing their "discoveries" with great enthusiasm. It is our sincere desire to join efforts with other, similar ventures with the aim of creating a youth more aware of the existence of "others", who are also searching for world peace.

The Barriers to Adoption and Diffusion of IT in Teaching and Learning

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The paper starts with a consideration of the role of academic institutions in the adoption and diffusion of technology in growing economies. It then argues that the use of IT in teaching and learning programs will grow, probably exponentially, and that the teaching and learning process will change profoundly over the next decade, thus promoting a comprehensive diffusion of IT in the society.

The advantages and disadvantages of IT in teaching and learning processes are discussed, and both the internal and external barriers to its adoption and diffusion in higher education institutions are considered. For this purpose, an analytical approach to IT diffusion is presented in general terms. It is then reflected to academic environments.

The improvements that can be expected in academic quality and productivity are discussed. The paper concludes with different scenarios on academic institutions.

OMETZ: Virtual Civil Community for Active Learning of Democracy and Social Involvement

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The OMETZ program came about as the result of cooperation between the Center for Educational Technology and the Movement for the Quality of Government in Israel and the Department of Value Education in the Ministry of Education. OMETZ, which means "courage" in Hebrew, is the: Hebrew acronym for Citizenship and Social Involvement.

The OMETZ program combines the active study of democracy and social involvement with a specially designed virtual learning environment on the Internet. The program promotes democratic values and develops skills for active citizenry and public participation among school-age children.

OMETZ participants, Jewish and Arab Israeli schoolchildren throughout the country, research a self selected study topic about public life, via the OMETZ Internet site.
The research and learning process are documented in the OMETZ Report, and appear on the site. The OMETZ web site enables on-line collaborative learning related to current events and the sharing of information and ideas.

The OMETZ web site contains sections that are open to everyone, and sections that are restricted to community members only. Each of the site's many sections contains relevant topical materials that reflect and guide learning and decision making. The OMETZ web site is highly interactive and provides a dynamic learning environment

Teachers involved in the program receive pedagogical support in face-to-face sessions and via the Internet. OMETZ had been already implemented successfully in many classes around Israel.
In our presentation we will share our experience and thoughts. We discuss whether, via the Internet, a learning experience with open tools in a democratic environment can contribute to:

- a better understanding of democratic life;
- a better understanding of being a local citizen and world citizen;
- being better prepared for tomorrow's world.

How Can We Use Virtual Environment To Enhance the Professional Development Of Teachers' Supervisors?

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Learning in a virtual environment is becoming more common in the activities of the supervisors of pre-service teachers, and may facilitate their professional development. Spitzer and DiMaurove (1994) claim that professionalism means to constantly think about what happens in the classroom, to be aware of the students' learning processes and to be willing to share the knowledge with peers. Computer-mediated dialogue facilitates a deeper understanding of educational concepts underlying supervisors' work.

Supervisors and teachers at the Kaye College of Education participate in Yahadnet: a computer-mediated communication project. Its goals are to expose the participants to new technology for communication through the Net (electronic mail and forum), and to assess its contribution to professional development. Our presentation will focus on the contribution of learning in a virtual environment to the teachers' professional development. It will include a description of the group that takes part in the forum discussions, the choice of topics for discussion and the progress in the group's activities. Difficulties and coping modes will be also be described.

The project is also supported by Mofet Institute.

"Introduction to Distance Education" for University Teachers

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Taking into consideration the importance of good specialists for distance education (DE), the system of professional training and education programs for DE personnel were developed.
The distance course is teacher-oriented, and it is assumed that they work with computers and e-mail. The aim of the course is to inform the teacher about DE, its availability, principles and technology. The distance study of this course also helps the teachers see the strong and weak points of this technology.

The study of the course begins with an introduction in which a teacher is acquainted with the technology of the course, and studies the main rules of working with PC and the Internet.

In the chapter "Main Conceptions" it is shown that DE is characterised by higher motivation, because of the use of open education, computer educational programs and Internet.

In the chapter "Software" the types of educational programs are considered, along with their necessary attributes, software for their creation, and the methods of defining the validity of the test programs.

In the chapter "Methodological Supply" teachers are familiarised with the didactic and psychological peculiarities of DE and its technologies, and receive recommendations on the organisation of a distance course, computer educational program and a manual. The teacher will also fulfil the tasks connected to the development of testing and training programs.

The next chapter, "Organisational Supply," gives examples of DE organisation in higher educational establishments in Russia and abroad, tells about the aims and goals of different associations on DE, and gives useful footnotes in the Internet, that may be used in the organisation of DE.

The process of education is summed up by preparing a final project, in which teachers describe their distance course, methodological means of teaching, the peculiarities of using Internet, a scenario of their educational program, and, if possible, a copy of the program itself.

A Holistic, Individual, Technologically-Mediated Learning Environment at the Open University of Israel

Gila Kurtz, The Open University of Israel and Knowledge Network, Benny Friedman, Edna Yaffe, The Open University of Israel

The rapidly expanding need for holistic, technologically-mediated educational environments has created challenges for educators, especially in distance education where students are physically removed from the instructor. By holistic, we mean a technologically-based learning environment that consists of rich, dynamic, interactive components in combined synchronous and asynchronous modes.

In this paper we will describe the operation and outcome of an experiment for developing an individualized technologically-mediated learning environment in an academic course. The experiment was carried out at the Open University of Israel (OUI), using satellite communication and the WWW.

The OUI was established in 1974 by Israel's Ministry of Education as a distance education university. With some 30,0000 students and more than 100 study centers throughout the country and abroad, the Center for Information Technology in Distance Education at the OUI has, in recent years, been integrating advanced technology into the OUI teaching and learning system.

Students taking part in the experiment participate in live interactive tutorials broadcast via satellite over the Internet (using TCP/IP) to PC's at their homes. They receive video, voice and data multicasts, and actively participate in the tutorials through voice and data communication. The entire session is automatically recorded for later, individual, on-demand access. The asynchronous learning environment and activities are centered around a course Web site that comprises various study materials and tools: references to relevant Internet sites, late-breaking updates, discussion forums, e-mail, multiple-choice questionnaires etc., as well as the recorded sessions mentioned above.

The purpose of the experiment is to study the pedagogical and sociological aspects of such an educational environment as they affect learners, instructors and administrators

The paper will summarize some evaluation findings including student, instructor and administrator feedback.

The Physical Absence of the Instructor from the Distance Classroom: Using OFEK - An Interactive Satellite-Based Distance Teaching System

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The rapid expansion of technologically-mediated educational environments has created great challenges for educators. The challenge is even greater in distance education where the instructor is physically removed from the students, as in the interactive satellite-based system of OFEK at The Open University of Israel.

OFEK is an interactive educational network that broadcasts live synchronous lessons via satellite. Through the satellite, a lesson is transmitted from a studio to remote classrooms throughout the country. The interaction between the students in the remote classrooms and the instructor in the studio is mediated by a TV screen on which the students see and hear the instructor. Through regular telephones connecting the students to the studio via satellite, voice and data communication is carried out.

This paper studies one of the effects of distance on the learning process: how the physical absence of the instructor inhibits or facilitates the students' mode of learning, and reflects on their learning goals.

Data was collected through observation and interviews with students in remote classrooms. Using qualitative analysis, we will try to evaluate the teaching and learning outcomes in classrooms where the instructor is physically absent, and how this impacts on the educational process in general. We will describe learning behaviors and unique events which were observed in OFEK classes, especially those resulting from the instructor's physical absence.

Low-Vision and Blind Students on the Web: Standards and Tools

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Adaptive technologies (e.g., large print, synthetic speech or Braille output) allow low-vision and blind students to access large amounts of digital information. The evolvement of the World Wide Web offers them a wider world of information. However, the visual component of Websites (e.g., graphic browsers, pictures and video clips, icons) represent a serious obstacle for these students.

This presentation suggests a set of guidelines directed to Website developers that enables them to respond to the needs of low-vision and blind students without compromising the quality and the content of the site.

These guidelines relate mainly to visual features (e.g., inclusion of text explaining visual material, use of appropriate colors or plain and clear fonts); links (e.g., hot words appearing in separate lines); tables and frames (a major problem for most screen reading software which typically scans from left to right, and top to bottom, one line at a time).

Development tools such as ATRC, W3C WAI and CAST, which examine the structure of HTML pages and produce comments on technical or design issues that may present obstacles to persons with disabilities, which are now available, will be also surveyed.

Awareness and sensitivity of developers and educators to the needs of disabled persons are essential for their free access to the information superhighway.

Multimedia Presentations in Neuroscience Teaching

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Advanced information and communication change teaching and learning methods continuously. Multimedia presentations are very powerful in teaching biology, in terms of facilitating spatial outlook and intuitive understanding, visualization of complex structures, simulation of complicated processes and mechanisms, presenting laboratory instrumentations and techniques that generally are not available, and exhibiting classic and complex experiments.

During university studies, particularly in distance learning, students experience problems in understanding complicated mechanisms and enigmatic processes. The Open University of Israel uses new methods and sophisticated techniques in order to improve teaching and enhance understanding levels among students.

We chose neuroscience in order to demonstrate the role and importance of multimedia presentation in teaching biology. Studying neuroscience requires understanding complex anatomic structures and complicated biochemical and electrical processes, and participating in experiments in highly equipped laboratories that are not commonly available. Computer presentations and neuro-labs exclude the necessity of laboratories and enable distance learning.

Some of the computer presentations used in the teaching of neuroscience were developed and produced by the academic staff of the Open University of Israel.

Using The Internet and Computer Mediated Communication in the Course "Computers In Education"

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The Internet and Computer Mediated Communication contribute to and change the nature of teaching in different fields of knowledge. During the past few years, the teachers of the "Computers in Education" course at Kaye College of Education, Beersheva, Israel, have developed ways to integrate this new learning environment in our courses. Beyond the transfer of information from teacher to student, the web-based learning environment allows learning to become more enjoyable, meaningful, and student-centered.

In our presentation we will describe our experience with the integration of new technologies in our courses, and discuss the advantages and problems we encountered during the course delivery. The course web site and the method of communication through the forum will be described. We will also talk about web-based learning instructions and student difficulties in the learning process.

Integration of Information and Communication Technologies in Rural Educational Centres

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The A PONTE project is a demonstration action promoted by the ESPRIT European Community programme. The overall objective of the project is to design and implement the appropriate structure for the support and performance of a range of "pedagogical experiments" integrating the use of Information and Communication Technologies (ICT) in rural secondary education. The main goal is to observe the inferences, identify solutions and establish clear guidelines for similar cases in other regions with a considerable rural population, not only in Europe, but also in other regions.

The research within A PONTE is carried out in Galicia (northwest Spain) and northern Portugal. Although regions in two different member states, both areas show a similar model of human townships as well as correspondences in terms of socio-cultural and geographic features. The general idea is to introduce awareness of Internet use and facilitate access to Internet services for teachers and students in secondary schools and professional training centres in the concerned areas.

The aim of the project is to show if the use of the Internet can improve the educational level in rural communities, particularly in remote areas, and how this should be done. The goals include detecting the advantages and the problems, identifying the solutions, and establishing clear guidelines for the application of ICT in rural education. The paper will describe how the project evolves, the methodology applied and some findings.

Training Teachers for Novel Learning Environments: Does It Make A Difference?

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There is a growing need for teachers capable of dealing with the changing world of young students exposed to modern technology and able to cope with the changing role of teaching. These changes would require a shift in teachers' conceptions from the "traditional" to a "modern" mode of teaching, one in which learning is a constructive process of collaboration and mindful involvement (e.g., Riel, 1992; Salomon & Perkins, 1996; Salomon & Perkins, 1998; Scardamalia & Bereiter, 1994). Educating such teachers is the focus of the present study.

Theoretical Framework

Research suggests that just as people tend to persevere in their beliefs (Nisbett & Ross, 1980), teachers tend to teach the way they were taught (Weber & Mitchel, 1996). As reflected in prevailing metaphors of teaching, teachers believe that instruction consists mainly of the pouring of knowledge into students' minds ("watering plants", "transmitting received knowledge", e.g., Strauss & Shiloni, 1995). In order to change teachers' conception of learning and teaching there is a need to re-design their beliefs, and this can be done through the combined processes of experience and reflection (Nisbett & Ross, 1980): Teachers should experience, first hand, the kind of learning they would expose their students to, and reflect on these experiences. The present study was based on these conceptions, and was designed to test the hypothesis that having student-teachers experience, design, and reflect upon novel, technology-intensive learning environments would result in the "unfreezing" of their strongly held views (Kruglanski, 1989; Schon, 1987).

Research Design and Procedures

The study entailed a quasi-experimental design that included an experimental ("Experience and Reflection") group and a no-treatment control group (N = 170). Student-teachers in the experimental group experientially learned in a novel, technology-intensive learning environment and reflected through group processes on their experiences as learners. The control group learned in a "traditional" setting. Qualitative and quantitative methods were used consisting of interviews, protocols, and questionnaires. The latter were designed to measure the phenomenological meaning and structure of the experience.

Findings

Only weak support was expressed in interviews for the study's major hypothesis. Teachers in the experimental group did not express clear changes of their teaching conceptions in the "constructivist" direction. These results are in line with previous findings (Hadar, 1996; Ben-Zaken, 1998). Concerning individual differences, according to students' reports the experience was significant, motivating, enjoyable, empowered self-efficacy and evoked the desire to continue either learning or teaching this way. Still, the interviews revealed some changes in the expected direction: Students in the experimental group showed somewhat greater openness, a greater desire for team work, and a greater willingness to take responsibility. The paucity of findings can be explained either by the brevity of the treatment, the overriding impact of learning to master advanced technology, or – more likely – by consistency and the resistance to change prevailing views on teaching, a characteristic shared by the broad public, student-teachers included.

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The “Smart City” Project of Ariel

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The "Smart City" project, which is being implemented for the first time in Israel in the city of Ariel, provides solutions to the requirements of peripheral communities. The goal of the project, from sociological and psychological viewpoints, it to change behavior patterns of the community.

The project provides an integrative solution and a direct approach to the information databases of all the municipal services. The entire education system of Ariel is serving as the first phase of the project.

The technology being implemented in the education system in Ariel constitutes a basic step towards implementing the "Smart City" project, and makes possible the provision of equal opportunities in education, employment and enrichment for the young generation. This project constitutes a practical expression of the most advanced technologies of connectivity and networking through wireless systems with minimum resources, .

The computer network that has been created in the education system, the first phase of the project, enables teachers, pupils and parents (and at a later stage the entire population) to build a virtual community that includes remote teaching, common interest forums, chat groups, the conveyance of messages and the sharing of information.

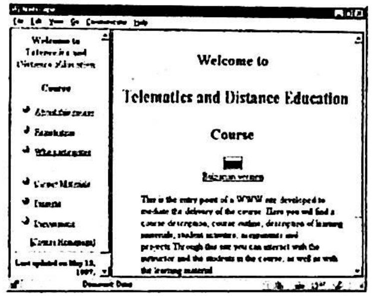
During the evening hours, the computer classrooms of the schools in Ariel serve as enrichment centers for joint learning by parents and pupils. This is a preparatory phase for the "Smart City" project. At the next stage, all the homes of the citizens will be hooked up to an internal communications network connected to national and international networks.

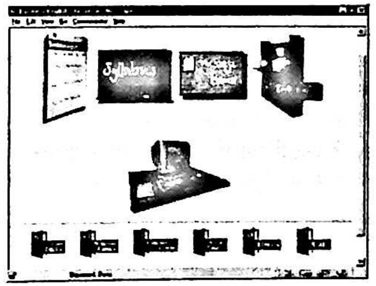
Teaching and Learning via WWW: Methodology and Tools

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The influences of hypermedia technologies on teaching and learning are issues that must now be addressed. How are we to re-shape the teaching and learning process in order to take advantage of the rapid development of the networked hypermedia and computer communications? What do we – designers, teachers and students – gain and what we lose by moving "on-line"? Can the design and development of Web-mediated courses be effective and efficient?

In an attempt to answer these questions the author presents the experience of the Department of Information Technologies at the Faculty of Mathematics and Informatics of the University of Sofia in adopting tele-teaching and tele-learning. Examples of on-line courses developed at the Department within the frameworks of European projects are discussed. Specialized educational Web sites to support self-learning are also presented. Pros and cons of the Web-orientated approach are discussed and current problems are identified.





Within the Department, more flexibility and efficiency, for both the course designers and course participants have been sought. As a result a method for generating flexible instructional modules was developed. This later served as a basis for the development of software tools to support the design and implementation of WWW-based teaching and learning: *Course Wizard, Course Developer.*

Course Developer is a course support system. It assists in the design of Web-based courses and generates a Web site to mediate the course delivery. It has a Web interface and enables team development/update of a course over the network. It maintains different types of users – administrator, designer, tutor, student and guest – with different access permissions.

Course Developer supports not only the process of course design and development, but also course delivery, by offering registration of tutors and students, access to course materials, internal course mail, discussion center and information on student progress and tutor's tasks. A module for automatic test generation and student assessment is also available.

Course Developer is a Web-integrated, database-driven system, which uses dynamic pages based on the ASP technology.

Finally, an attempt is made to estimate the overall dimension of change by adopting the Internet technologies in teaching and learning.

Information Access and/or Information Exchange in a Virtual Course

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The concept of distance learning has been applied in various forms and for many years in higher education. Recently, this mode of learning has become web based. As a consequence, flexible learning methods are offered (Owston, 1997) and many questions are discussed as well.

Does the power of the net lie with its information storage and access ability or with its communication features? This is the main question. The pedagogical importance of communication in extending and improving class discourse is described conceptually by some researchers (Paulsen, 1995 ; Harasim, 1995; Creed, 1997). Likewise, research into various communication options indicates the importance of asynchronous discourse (Harasim, 1993; Doherty, 1998) as well as the synchronous options (Irani,1998). However, an analysis of 70 higher education sites (Nachmias, Mioduser, Oren & Lahav, 1998) reveals another picture: almost 75% of the sites were merely information pages, 67% used E-mail, almost no discussion groups were offered and only 8.6% offered synchronous means.

Considering the importance of the communication facilities, as presented by Paulsen (1995), we designed a course based on the integrative model (Mason, 1998). According to this model, students were offered access to information and communication options

(forums, e-mail, chats, icq) as well. Some learning activities were individual exercises and some demanded collaborative work. In order to explore the learning process in depth we offered the course in two modes: as a hybrid course for university students and as an online course for teachers in a sabbatical year.

In the presentation, the course model and preliminary findings, as well as conclusions about updating the course for the following year, will be discussed.

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Virtual TAU – A Web Shell for Academic Teaching

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The rapid evolvement of information and communication technologies, such as the Internet, offers unprecedented opportunities for higher education. Many universities and academic institutions worldwide are currently involved in the creation of a virtual infrastructure and in experimentation with its possibilities. *Virtual TAU,* launched by the School of Education of Tel Aviv University in Israel, is one of these projects. The purpose of *Virtual TAU* is to explore the possibilities of innovative information and communication technologies to improve academic instruction.

The project consists of four phases:
In *phase 1* an Internet shell was developed in collaboration with the *Center for Educational Technology (CET).* This shell creates a learning environment for each academic course. This environment includes information, forums, bulletin boards, synchronic communication, surveys and mailing lists. In addition, learning administration tools and a Web-site editor are provided to the instructors.

In *phase 2,* which took place during the academic year of 1998/99, the implementation of *Virtual TAU* was tested in four academic courses, with a total of about 100 graduate students. This study will be described in another presentation at this conference.

Phase 3 includes further exploration of other new technologies such as Internet 2 and video conferencing facilities.

Phase 4 will look for scalability. In this phase the *Virtual TAU* technologies and conception will be implemented on a wide scale. This means that, to some extent, most of the courses and lecturers in the School of Education will be using them.

This project will be described, and dilemmas regarding the future role of the Internet in academic instruction will be discussed. In addition, we will call for cooperation with similar projects of the EuroMed Academic Information Society.

The Implementation of Web-Based Learning (WBL): Methodology and Practice

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Implementing Web-Based Learning (WBL) requires proper teaching of technological and didactic means in the new learning environment, and adequate preparation for the change. An overview of a new methodology and its practice are proposed in which outsourcing of in-service teacher training and coaching is used in hundreds of schools in Israel.

The following major components of a "typical" WBL educational activity will be described:

a. Initiation, selection and definition based on the identification of educational and pedagogical needs among students, teachers and schools.
b. Development of a suitable organizational structure for schools and pedagogical contractors, and a coordinating system.
c. Analysis of activities: definition of educational and pedagogical aims, tasks, new didactic situations, and the network model.
d. Scheduling : estimation of activity duration according to school year; monitoring student progress and milestones.
e. Resource definition : allocation of available students, teachers and computers.

f. Technological configuration and risk identification for planned activities and on-line control by coordinating system.
g. Budgeting estimation and monitoring of pedagogical contractor activities.
h. Execution and control: data collection and analysis, and execution of pedagogical and educational plans.
i. Termination : assessment, and recommendations for improvement.

Further implementation of WBL through in-service teacher training can help identify the actual added educational value of the new technology for the selection and improvement of WBL systems, all with a view to the future.

Tourism and Hospitality Distance Learning: The UTCP Project

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The University of Tourism and Culture for Peace (UTCP) is a virtual organization that is comprised of Ben-Gurion University of the Negev in Israel, Bethlehem University in the Palestinian Authority and the Institut International de Formation au Tourisme (IIFT) in Marseilles, France. The project is based on the idea that there are two powerful forces that promote peace: education and tourism. Hence, combining education and tourism is the main purpose of UTCP.

The presentation will focus on the history of the project, its present situation, and future prospects. In the past, the peace process euphoria that prevailed during the inception of the project gave way to skepticism. Consequently, only three parties became active members, and the expensive and sophisticated equipment acquired for the purpose has been only partially utilized. The reactions of students' and administrators were mixed.

At present, efforts are being made to revitalize the project. A thorough analysis of the equipment and contents is being investigated. Israel's Tourism and Travel Agents Association has decided to cooperate with Ben-Gurion University on the technological reassessment, as well as on the development of industry-related courses. The main idea is to develop courses of universal interest, ranging from travel and tourism counseling to "electronic-tourism" entrepreneurship.

Clearly, the future success of the project will be determined by the motivation of the parties involved, the quality and relevance of courses offered, the "friendliness" of the technology and the establishment of an efficient and effective administration.

Values, Goals and Student Satisfaction in Traditional and Innovative Learning Environments

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We examined student satisfaction in courses based on traditional learning methods and in courses based on interactive learning via satellite. The latter is an innovative learning method which differs from traditional methods in many respects: the amount of independence the students have, how active they can be, the type of relationship with the instructor, and so on.

We expected the distinctive characteristics of learning via satellite to affect the way the students' satisfaction correlates with their values and learning goals. Satisfaction in courses based on learning via satellite was hypothesized to correlate positively with attributing high importance to values that emphasize openness of mind and readiness for change, and to correlate negatively with attributing importance to values that emphasize conservatism and avoidance of change. Satisfaction was also hypothesized to correlate positively with emphasizing intrinsic goals (knowledge interest and enjoyment) and negatively with emphasizing extrinsic goal (getting a degree and promotion).

These hypotheses were tested among 235 students learning in courses conducted via satellite, and among 211 students learning in traditional environments. Findings and implications for the role of students in learning environments via satellite are discussed.

A Virtual Tour to Poland

Aharale Rotstein
Sha'ar Hanegev School, Israel

Shaar Hanegev High School has, for the past nine years, been holding a workshop for 11th graders called "Identity Workshop". The workshop is a voluntary one, and is guided by teachers and 12th grade students who participated in the workshop in the previous year. It is based on weekly 3-hour meetings during the course of six months. The workshop sends the participants on a unique journey through which they investigate, experience and deal with their personal, Jewish and universal identities.

The Holocaust, perhaps the most predominant event in Jewish history, and undoubtedly so in modern times, has become a major factor in the workshop. It is dealt with directly towards the end of the workshop, but appears in different ways throughout. The peak of the workshop is a 10-day journey to Poland which is guided by the participants themselves, based on the knowledge and experiences they have acquired throughout the duration of the workshop.

In the past year, 1998-1999, we decided to use computers in the workshop, as an aid in several areas:

1. Exposing the participants to the vast amount of information available on the Internet and aiding in the research of topics they are dealing with.
2. Documenting the process of the workshop by creating a web site.
3. Contacting people around the globe via e mail and on-line forums to discuss issues dealt with in the workshop.
4. On-line day-by-day documentation of the participants' journey to Poland.

To carry out this project, a group of students from the workshop volunteered to be an expert team. They helped find and document information, and also documented the journey to Poland.

While all the material described was used in the workshop, the on-line documentation of the journey to Poland turned into an extraordinary experience for the travelers themselves, and equally if not even more so for their families and communities at home. Hundreds of people followed the 80 participants' on their journey to Poland via the Internet, and for the first time in nine years felt part of this very emotional and special experience.

We took for this journey two notebook computers and a digital camera. Each day's documentation was done at the end of the day by the team that guided that day. The expert team converted all materials to web pages, integrating pictures taken that very same day. Thus, a web site displaying the journey was updated several hours after the actual experience.

An on-line forum was made available to the families and communities back home. Through this forum and via e-mail they contacted the travelers each day of the trip.

A System Approach for Introducing Web Based Learning: The Model and Two Years Experience of Israel's "Aviv" Virtual School

Eyal Sassoon
ORT Israel R&D Center, Israel

"Aviv", Israel's sole virtual school, works with conventional schools and with classes within them in order to achieve system-wide effects that address and affect the pedagogical agendas and menus of schools and whole classes. Within this framework, Aviv's goal was to achieve a change in the learning and working habits of students, irrespective of their social status, level of study and computer literacy background. For two years Aviv has worked with 260 teachers and 7000 students, with about 250% annual growth.

Course Offerings and the Learning Environment. Aviv offers 25 courses within a learning environment that emphasizes web-based courses and forums. Most courses introduce a human "virtual teacher" into the classroom, a situation that can change the role and work habits of teachers.

Assimilation Model. The focal point of Aviv's operation is within the schools. To support the change it introduces, Aviv offers several layers of support and interaction with its member schools and classroom teachers. It provides in-school assimilation via regional coordinators whose task is to ensure the smooth running of all activities and to guide the classroom teachers in the educational use of the Internet. All classroom teachers participate in an Aviv in-service training program and maintain constant contact with the virtual teachers.

Internet-based Projects in the English Language Classroom: An Evaluation of Processes and Outcomes

Sarah Schrire
Center for Educational Technology, Israel

Israel's Center for Educational Technology (CET) has developed two Internet-based projects for use in the English as a Foreign Language (EFL) classroom: The CeT-link and M@il Me!. By encouraging students to use the Internet for communicating with peers and for accessing information on the Internet, the projects provide students with opportunities for learning within an authentic English language environment. Students learn English both through Internet and for Internet.

The CeT-link, geared toward the 8th to 10th grades, involves the production of an inter-school web magazine by and for students. The magazine is published on CET's web site. Through the project students share their ideas in areas such as news, the media, technology and sports. In order to publish their articles and article reviews on the web, the students go through a process that includes research and communication about their topics, collaborative work and peer- and self-assessment. Through the various tasks comprising the project, students develop their English reading and writing proficiency.

M@il Me! is an e-mail-based project, for the 6th to 8th grades, in which students in Israel communicate with peers abroad. The e-mail exchanges center around topics presented on CET's web site.

Both projects are characterized by a "scaffolding" of learning and guidance to students and teachers via the virtual environment on the CET site. The virtual Teachers' Room supplements the face-to-face training sessions provided to the teachers.

The presentation will focus on the instructional process of Internet-based projects and on learning outcomes as reported by teachers and students who have been involved in *The CeT-link* and *M@il Me!* during the past three years.

"Kishurim": An In-Service Teacher Program for Fostering Pluralism

Baruch Schwarz, Reuma deGroot, and
Amnon Glassner,
The Hebrew University of Jerusalem, Israel

Fostering pluralism in schools is an educational goal of utmost importance, especially in multicultural societies, such as that of Israel, where religious, political and economic discord is an inherent part of everyday life. Educating to pluralism means engaging students to know and to respect the other, and to reconsider personal values through dialogue. It also means knowing how to handle information from multiple sources. "Kishurim" is a research and development program intended to create a space for pluralism in classrooms. It empowers teachers to act as facilitators in debates among students.

The project capitalizes on an environment designed by our research and development team. This environment consists of tasks, tools and teaching practices. The tasks are dilemmas in various domains. The tools comprise databases tailored to enable debates on the dilemmas, and computerized devices for representing, sharing and constructing arguments. The teaching practices put argumentative talk at the center of classroom activities. The argumentative map and the data-bases are not only resources available in argumentative talk, but their design turns them into mediators of the pluralistic discourse.

The in-service program is not limited to providing teachers with skills but helps them integrate the practices they learn, and guides them in their classes. For example, the teachers are helped in collecting sources as databases to be used to initiate debates in classes.

"Tiunim 2000": Tools for Fostering Pluralism through Dialogue

Baruch Schwarz, Reuma deGroot and
Amnon Glassner
The Hebrew University of Jerusalem, Israel

In this workshop, we will present a special environment, "TIUNIM 2000", developed for fostering the acquisition of knowledge through argumentation between students or between students and a teacher in the same class or in different sites. The environment consists of multimedia computerized tools, activities from both scientific and social domains, and an intervention model similar to apprenticeship in workplaces. We are in the process of testing the use of the tools in the course of argumentative discourse. The testing is undertaken within the framework of the "Kishurim" project, an educational project for educating to pluralism and to critical thinking.

"TIUNIM 2000" tools include: a collaborative inquiry database that students use to keep track of their inquiry process; an inquiry diagram interface to this database, which helps students visualize the important ideas in a debate as concrete objects that can be pointed to, linked to other objects and discussed; and web-based reference materials that are structured to scaffold the argumentative process.

In small groups, students explore on-line resources and generate as many possible explanations as they can. The software (with backup from the teacher where needed) helps students select arguments for further exploration. The students' task is to test these arguments and make the case for the one they think best.

Establishing a Pedagogical Site in the Pre-school Division: "Gan BaReshet" – Vision and Process

Anat Sela
The Israeli Ministry of Education, Culture and Sport

One of the greatest challenges facing educators at all levels is that of finding meaningful ways to integrate computers into learning and instruction. In Israel, the Administration of Science and Technology Programs in Pre-school Education and the Ministry of Education have joined efforts to create a new path for the professional development of early childhood educators.

The purpose of the establishment of a site on the Internet is to connect all persons who share an interest in early childhood education. This site will have three major functions:

- *Pedagogical interaction*:
  To demonstrate the applications of an integrated curriculum as viewed by writers, counselors and supervisors.
  To present and share unique experiences, developments and ideas of educators all over Israel.

- ***Communication and virtual communities***:
  To announce conferences and professional conventions taking place all over the world.
  To prepare the ground for the development of interest groups.
- ***Communication as support to literacy***:
  Communication between classes and individual children with children in remote settlements and with various authorities through voice, photographs, drawings and writing.

The process of the unfolding of a vision into reality will be described in the lecture.

Integrating an Experimental Laboratory on Visual Attention in a Distance Learning Environment

Lilach Shalev, Avner Caspi and
Carmel Mevorach
The Open University of Israel

Visual Attention is a seminar course for graduate and advanced undergraduate psychology students. The seminar employs innovative technologies to enhance learning effectiveness. In addition to the traditional written material (i.e., a reader and a guidebook), the students receive a software package of experiments. The software enables them to directly experience participation in 15 basic and conventional visual attention experiments. These experiments demonstrate different research paradigms which are reported and discussed in the reading material.

Students are instructed by the guidebook as to the stage of learning for which they should run each experiment. The software simulates the procedure used in these experiments, and each student serves as a participant. This software allows students to undergo the experience of both the participant and of the experimenter. The observer can compare (through the software) his/her own performance in each of the experiments to the results obtained in the original experiments. Students can also send individual results to a central web-site where the cumulative results of the whole class are presented. Each experiment is accompanied by a discussion forum that is held on the course home-page in the Internet.

In the paper, we will evaluate the course components and the effectiveness of the software as a learning tool. We will content analyze the discussion forums and describe the potential implications of this teaching method for learning effectiveness.

Work, Leisure and Learning: Trends in Time-Budgeting in Israel

Yair Sharan and Tal Sofer
The Interdisciplinary Center for Technological Analysis and Forecasting, Israel

One of the more significant phenomena of the 21st century emerging from the knowledge and information age may be the evolution of a "free-time society". The developments in technology and society in the 21st century will significantly change the use of time by the individual: less time is expected to be devoted to paid work, and more and more time will be free for activities of the individual's choice. These changes may have important social implications. It is thus necessary to be able to forecast them and to understand their impact on our day-to-day life.

An Israeli citizen works an average of 22.5 hours a week for his salary, while another 75 hours are devoted to necessities (sleep, eating, rest, etc.). A significant part of the remaining free time (almost 4.5 hours a day) is committed to activity perceived as work, such as household chores, child care, shopping, etc.

An important part of the day – more then 1¼ hours per day – is devoted to learning, studying and acquiring knowledge. This is an increase of almost one hour compared to the 1970s. People understand that knowledge guarantees their future at work and in society. This trend is expected to continue in the coming years.

In our study we found that time committed to learning will rise to almost two hours per day in the year 2010 and will be almost 2.2 hours a day in 2020. People will spend less time at paid work and will invest more time to develop their mental skills. People will use more and more telecommunications systems and electronic media to satisfy their needs for knowledge sources.

Another part of the extra free time is uncommitted and is reflected in leisure activities. This "true" free time of the individual is equal to the total time less hours for paid work, for necessities and for committed activities. True free time was almost 4.5 hours in the 1970s and 5.5 hours in the 1990s; it is expected to rise further and reach 7 hours a day in the next century.

We are approaching an era in which only a small fraction of our day will be needed to earn our livelihood, with the greater part of the day free for activities chosen according to our own desires. This development calls for a policy at the national level which will cope with the new needs resulting from these social changes.

The New Learning Model: An Initiative for the Implementation of State-of-the-Art Learning Technologies on a Large Scale in Turkey

Ahmet Simsek
Koc University, Istanbul, Turkey

Selahattin Kuru
Bogazici University, Istanbul, Turkey

The paper describes a new initiative towards the use of the most up-to-date approaches in computer-based learning in Turkey.

The implementation of computer-based learning (and teaching) is a big project in Turkey, where large amounts of national and World Bank funds are currently being utilized. The technology, which relies mostly on conventional CAI courseware, is not the newest technology available today. The Turkish Informatics Foundation has developed a new model, called *The New Learning Model*, that is based on the use of state-of-the-art software and Internet technologies for learning, and has promoted this model through seminars and meetings.

The Turkish Informatics Foundation has recently established an initiative group of industrialists to invest and concretize the model. Leaders of the IT industry in Turkey are participants in this initiative. The initiative recently established links with the EOE, a US-based foundation working on the promotion of a solution on the same line as the model in Turkey, and has prepared a feasibility report for a concrete implementation of a pilot project for the model.

The paper will describe the current situation of CAI in Turkey, giving an idea of its scope, and will provide an overview of the of Turkish Informatics Foundation's *New Learning Model.*

Finally, it will describe in some detail the collaboration project between the Turkish Informatics Foundation and the EOE Foundation, which is presently at the stage where the feasibility study has been completed and further work is under way.

Ergonomics and Learning on Demand

Stefania Lisa
Centro Studie Laboratori Telecommunicazione
S.p.A., Italy

This paper presents the study and the design of an ergonomic information system for distance learning, emphasizing in particular all aspects regarding the communication protocols, graphic interfaces, navigation criteria and information organization and retrieval.

It includes:

- the ergonomic planning adopted to investigate and collect the user requirements;
- the experimental environment and the field trial, using the ADSL broadband platform realized in the *Torino 2000 Project* and the *Help Desk* system used for the collection of the relevant information regarding the most critical functions of the systems, and the main aspects to be considered for course creation, organization and management;
- the usability test in *Service Lab,* with a sample of users, that enabled experimentation with different types of interfaces as well as navigation and fruition of courses within the system;
- the ergonomic design of an Internet Learning-on-Demand platform, accessed via a standard Web Browser.

The project started from a study of Learning on Demand that included the types of services that can be provided through telematic networks, the key factors for their success, and the application scenarios to be envisaged for current and future education trends. Among the many application scenarios, the creation of an ergonomic on-demand system for self-appraisal was selected for the research.

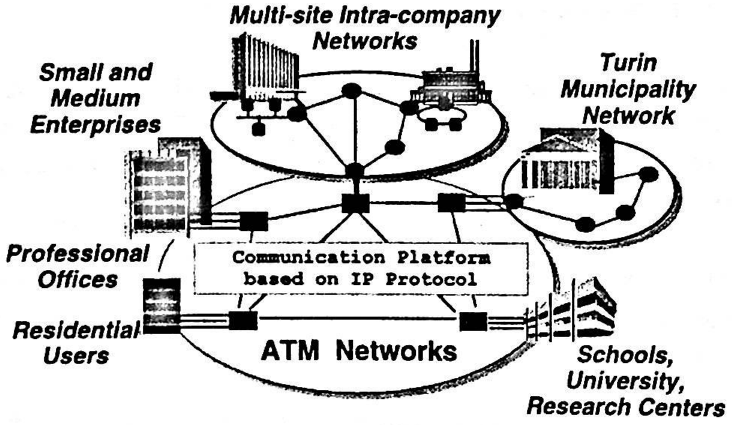
The first step of the research regarded the bench-marking of all existing Learning on Demand (LoD) systems for their classification and evaluation. This analysis led to the choice of a specific application (based on the type and number of functions available to teachers and students) for its field testing.

The results obtained from the analysis of the data collected during the research were used to design an ergonomic Learning on Demand model currently under advanced experimentation. The model includes:

- Users' categories;
- Contents structure according to qualitative criteria;
- Guidelines for information organization, management and distribution;
- Mechanisms for continuous updating;
- System interfaces and main features.

The "Torino 2000" telecommunication infrastructure is composed of a platform based on the IP (Internet Protocol) transported over an ATM (Asynchronous Transfer Mode) backbone, as depicted in the figure. Application services (the services upon which applications developed by "Torino 2000" participants are based) are offered on the platform which best matches the need of providing easy and universal (any-to-any) connectivity with open-ended broadband capabilities.

From this perspective "Torino 2000" can be described as a city-wide Intranet, where applications and performances usually found within a single organization are made available to a variety of user sites in a metropolitan area.



The model's experimental implementation is based on a "User Centered Design" (UCD) methodology in which the user is an integral part of the design process from the very beginning. This approach considers the mental model with which the user interacts with the object, and the actions that the individual has to accomplish to fulfill a task. The UCD design is culturally innovative as it inter-relates technology restraints with users' needs, and promotes an inter-disciplinary approach involving different types of experts (engineers, psychologists, etc.) in all design phases. It is used in the Service Lab, a CSELT infrastructure and laboratories to analyze the user requirements, and to project and test new telecommunication services.

Evaluation Problem as a Bottleneck in the Technological Improvement of Education Systems: The Turkish Experience

Cemalettin N. Tasci and A. Ekrem Özkul
Anadolu University, TURKEY

According to some authors, a "school" is an "education factory". If so, assessment is the "quality control function" by which the supply of unintended "products" is prevented. However, it is difficult to observe the influence of the dramatic paradigm shift on industrial quality management approaches of the last decades on educational systems. The "materials" and the "products" of schools are conscious human beings, and it seems unlikely that this process will be further standardized due to the exceptional labor-intensive characteristics of education.

It seems that because of these human characteristics, and other factors, schools, which are designed according to the same model as industrial plants, cannot follow a similar development. If consumer demand is the key factor in the development of industrial production processes, it may be concluded that the problems in the education systems are the results of the inadequacy of assessment systems.

In each attempt to improve the technological content of education systems in Turkey, assessment became a bottleneck. The Turkish experience shows that in order to realize the educational potential of new technologies, a new assessment approach needs to be developed.

A Cooperative Process of Critical and Predictive Observation in Distance Learning

Gerard Weidenfeld
LARIC (Research Laboratory on Knowledge Industry) and CNED (French National Center on Distance Education), France

The project described aims to derive design criteria from a critical observation of improvements brought by new technologies of information and communication (NTIC) in distance education.

The first step is to carefully describe the most promising technologies: navigation, information retrieval, cooperative work, communication facilities, virtual worlds, authoring tools, multimedia programs and interactive video.

The second step is to investigate the main distance learning contexts. These contexts evidently depend on the domain, the training objective (initial or continued education, professional training, etc.) and the grade. However, other factors have to be considered as well: the training place (school, home, "knowledge houses", etc.), the role of educators, etc.

The third stage is to define an evaluation frame whose objective is to assess the added value of technology in a given context. Educational effectiveness is completed in this evaluation by other viewpoints, such as social, economic, strategic and usability.

The three stages enumerated above represent the situations that may, theoretically, occur. The cooperative project launched by the CNED has three main dimensions :

- To define and provide the methodological and technical tools: evaluation method and protocols, appropriate information system and interface.
- To feed the content with high level case studies. Partnership with R&D organisms (research labs, course-providers, etc.) is intended to provide knowledge beyond information.
- The experience gathered will then enable the derivation of design recommendations, which might be considered to be a kind of wisdom in our jobs.

Teachers On-Line: A Model For a Virtual Teacher Center

Edna Yaffe
The Open University of Israel
E-mail: ednaya@oumail.openu.ac.il

TAMID, operating at the Open University of Israel, aims to improve the standards of teaching in schools by adopting state-of-the-art technologies and creating a combined learning, training and support environment for the benefit of teachers. TAMID focuses its efforts on junior high school science teachers as a goal in itself, but also as a model for in-service teacher education and integration of technologies in learning.

Experiments are performed in which various technologies and distance teaching strategies are used to enhance subject matter and pedagogical knowledge among teachers. Looking for the "right mix", combinations of different delivery means (i.e., text, video, audio, face-to-face meetings, asynchronous computer communication and synchronous satellite lectures) are used to deliver on-line refresher courses, "emergency" support by experts, and access to relevant information.

The model of the virtual learning and support center is applicable not only for teachers but for other professionals in need of updating their knowledge and improving their performance through instruction and support from a distance.

TAMID began in 1995 as a pilot project working with 24 teachers, and rapidly expanded to more than 200 teachers participating in ten on-line courses, communicating with about ten tutors and experts. This growth has compelled us to define procedures, standards and criteria, and to formulate patterns of activity and 'templates' for course development and evaluation.

ICT in Electronics Technicians Training

Israel Zilberstein
The Open University of Israel

The School of Technology of the OUI is a distance learning, country-wide instructional institution, training technicians (one year post-secondary level) and practical engineers (two years post-secondary level) in electronics, software engineering and industrial management.

Until a few years ago, "traditional" distance learning means included most of the following:

1. self-study written units;
2. home labs and experimentation with hardware units;
3. limited computer use for programming and application software;
4. assignments, projects and semestral exams;
5. telephone assistance by tutors;
6. bi-weekly group meetings with the tutor.

Many changes in learning methods and means are now taking place in the courses of the School of Technology. These changes include the large scale integration of computerized environments, computerized learning methods, and ICT in the courses and the training system of electronics technicians and practical engineers.

The information and communications technologies applied in electronics studies can be divided into the following four areas:

1. experiments and fault finding, using "virtual labs" or electronics simulation software;

2. specially developed interactive courseware for telecommunications and control systems;

3. connecting hardware units to the PC for computerized control in microprocessor and control courses;

4. Internet sites for the specific courses using data communication for distance learning.

The rationale for using these technologies and computerized environments will be described, the application of the technologies in specific areas and courses will be demonstrated, and their contribution to the learning process, including advantages and disadvantages will be discussed.

The Open University of Israel

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EURO-MED NET 98

4-7 March 1998-Nicosia, Cyprus

EURO-MED NET 98 CONFERENCE

Role of Internet and the World Wide Web in developing the Euro-Mediterranean Information Society

CONFERENCE - PROGRAMME

4-7 March, 1998

Hilton Hotel, Nicosia, Cyprus



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For their technical support for the demonstration of Internet via Satellite

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PTT Telecom Broadcast, The Netherlands

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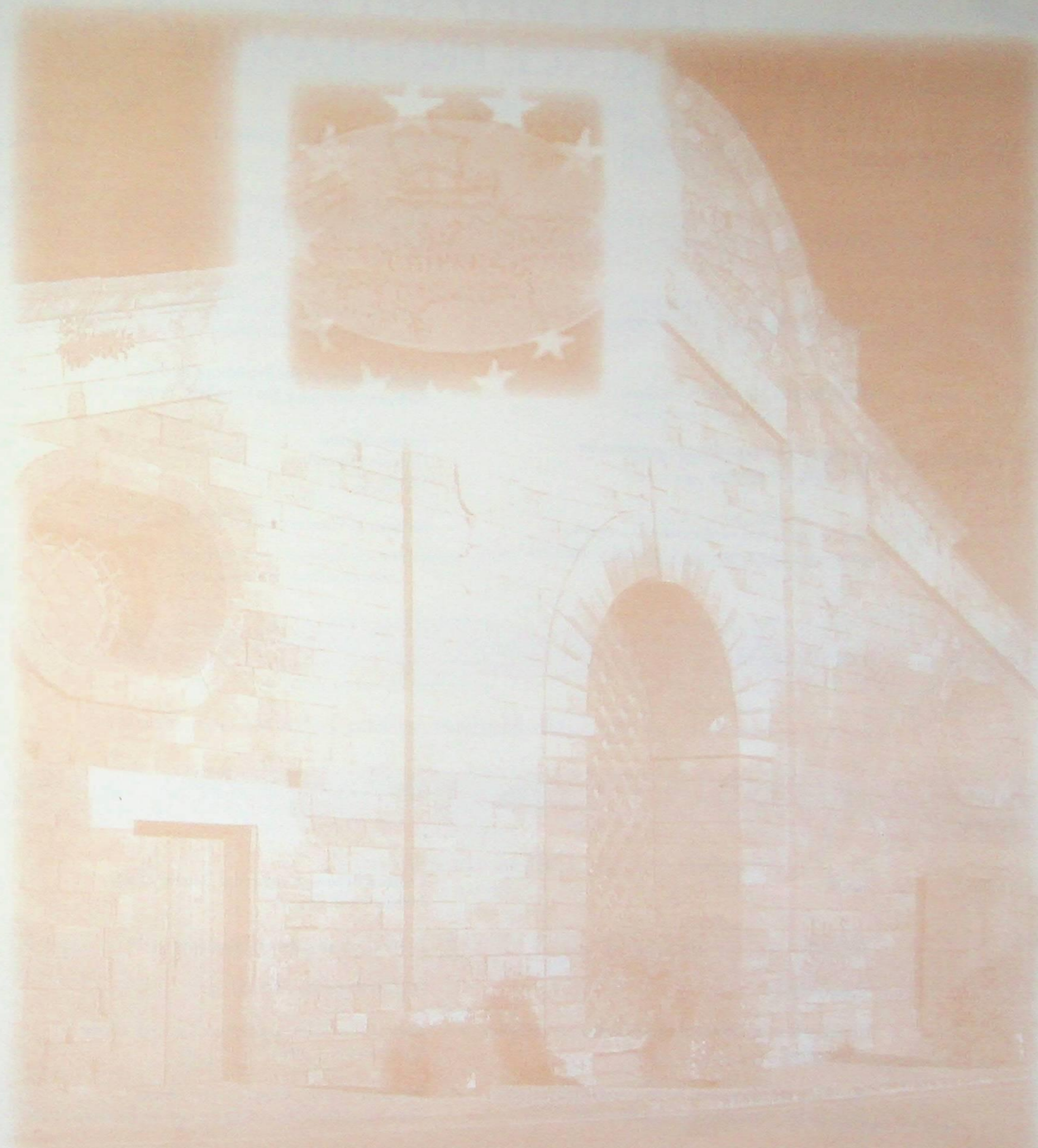
SpiderNet, Cyprus

For the organisation of the Roundtable on "Internet Access via Satellite"

ENCIP, France

For their participation as exhibitors

Telespazio
UUnet
Rainbow Computer S.A.



EURO-MED NET 98

Role of Internet and the World Wide Web
in developing the
Euro-Mediterranean Information Society

Wednesday 4 March 1998

EURO-MED NET 98 CONFERENCE PROGRAMME

Wednesday 4 March 1998

TIME 09,00-10,00	THEME	SPEAKER
	Conference General Chair - Welcome	Andreas Pitsillides, Conference General Chair, University of Cyprus
	Address	Representative of the Presidency of the European Union for the Euro-Med Process
	Creation of a favourable environment for Electronic Commerce	Stefano Micossi Director General DG III, EC
	Host country and Mediterranean countries view - general reference to Conference objectives	Minister of Communication & Works, Cyprus

10,00-10,30 COFFEE BREAK

The Construction of the Euro-Mediterranean Information Society

TIME 10,30-11,15	THEME	SPEAKER
	Chair	Christos Schizas, Conference Deputy Chair, University of Cyprus
	Co-Chair	Costas Iacovou, Planning Bureau, Cyprus
	Rapporteur	Andrea Ricci, DG XIII, EC
	Development of Conference Objectives and conference architecture	Andreas Pitsillides, Conference General Chair, University of Cyprus
	Rationale of Information Society Euro-Mediterranean partnership - introduction of Action Plan	Fernando Aldana, Government Cabinet, Director of the Office of Sience and Technology, Spain
	The construction of the Euro-Mediterranean Information Society	Jorg Wenzel, Chief Adviser, Information Society Activity Centre, EC

Economic & Regulatory Issues of Information Networks

TIME 11,30-12,00	THEME	SPEAKER
	Chair	Antonis Kakas, Conference Deputy Chair, University of Cyprus
	Co-Chair	Nicos Timotheou, Deputy General Manager, Cyprus Telecommunications Authority (CYTA)
	Rapporteur	Andrea Ricci, DG XIII, EC
	The Internet and the development of the private sector in the Euro-Med region	Hisham El Sherif Chairman IDSC - RITSEC, Egypt
	Regulatory issues for Convergence in the Global Information Infrastructure	Dimitri Ypsilanti Directorate for Science, Technology and Industry, OECD
	The Challenges of the Cyber Economy	Yousef Nusseir President , National Information Centre, Jordan

http://www.oecd.org/dsti

Wednesday 4 March 1998

Internet and the future of Advanced Communications in the Med

TIME 12,00-12,45	THEME	SPEAKER
	Chair	Andreas Pitsillides, Conference General Chair, University of Cyprus
	Co-Chair	Costas Agrotis, Director, Department of Information Technology Services, Cyprus
	Rapporteur	Andrea Ricci, DG XIII, EC
	Results of the study on the development of the internet in the Mediterranean	Jean Michel Chasseriaux CNES, France
	Internet access via satellite an opportunity for Mediterranean countries	Jacques Arlandis, ENCIP, France
	Vision for an Interconnected Mediterranean	Nicos Timotheou, Deputy General Manager, Cyprus Telecommunications Authority (CYTA)

13,00-15,00 LUNCH BREAK

Developments in Information Networks

TIME 15,00-16,00	THEME	SPEAKER
	Chair	George Papadopoulos, Technical Programme Chair, Univeristy of Cyprus
	Co-Chair	Costas Konis, Institute of Technology, Cyprus
	Rapporteur	Michel Bosco, DG III, EC
	Information Society Technology towards the Global Network Society	George Metakides Director - Directorate F, DG III, EC
	Western Mediterranean region views and priorities	Refaat Chaabouni Director of Prospective, Planning and Evaluation, Tunisia
	The World Wide Web Consortium	Jean Francois Abramatic, Chairman W3C, France
	The Changing Art of Research	Dennis Tsichritzis Chairman of the Executive Board GMD-German National Research Center for Information Technology, Germany

16,00-16,30 COFFEE BREAK

Roundtable - Industries in a new competitive framework

TIME 16,30-18,00	PANELIST
Chair	Fernando Aldana, Government Cabinet, Director of the Office for Science and Technology, Spain
Co-Chair	Lazaros Savvides, Director Telecommunications, Ministry of Communications and Works, Cyprus
Rapporteur	Michel Bosco, DG III, EC
Panelists	Francesco Rispolli, General Manager EuroSkyWay, Italy
	George Vassiliou Former President of the Republic of Cyprus
	Makram Ossman President Director General, Groupe SOFICO, Egypt
	Jose Antonio Diaz, President Centro de Calculo de Sabadell, Spain
	Ceo/Director General, Intracom, Greece

20,00 **WELCOME COCKTAIL - Famagusta Gate, Nicosia**
Hosted by The Ministry of Communication and Works

Thursday 5 March 1998

Parallel Track: P1

Applied Scientific Research

TIME 09,00-10,30	THEME	SPEAKER
	Chair	Dennis Tsichritzis, Chairman of the Executive Board GMD-German National Research Center for Information Technology, Germany
	Co-Chair	Christos Schizas, Conference Deputy Chair, University of Cyprus
	Rapporteur	Michel Bosco, DG III, EC
	Keynote - Piloting Information Technologies Solutions for Industries and Services	Gonzalo Leon, Deputy Director of the Office for Science and Technology, Spain
	Keynote - Internet reliability and Internet exchanges	David O. Williams IT, Division, CERN, Switzerland

Session 1 - Success Stories form the 4th Framework Programme

Projects inlcude:

MENHIR, Museums.On.Line	Gerard Bonnevay, President of Museums On Line
GeoNet 4D (Esprit Project - port and trasportation project)	Lean Manuel Canet
Event - Elegant	Fagnoni, ONION R&D Director, Italy
TELESUN (INCO Tele education)	Radouane M-Rabet, ENSIAS, Morocco
Gaia (INCO - Environment)	El Raey, Egypt

10,30-11,00 **COFFEE BREAK**

TIME 11,00-13,00	THEME	SPEAKER

Session 2 - The way forward

Chair	Gonzalo Leon, Deputy Director of the Office for Science and Technology, Spain
Co-Chair	Christos Nicolaou, University of Crete & ICS-FORTH, Greece
Rapporteur	Michel Bosco, DG III, EC
Reshaping the web for the next Millenium: the XML breakthrough	Alain Michard Research Director, INRIA, France
Distributed Digital Information Services: The digital library paradigm	Constantino Thanos Consiglio Nazionale Delle Ricerche (CNR), Italy

Potential: Multilingual/multicultural internet,, intranet, web, search engines & databases	Manuel Tomas Carasco Benitez, UK
Multilinguality issues in Digital Libraries	Hachim Haddouti Bavaria Research Center, Germany
Electronic Roads in The information Society (ERIS)	Antonis Kakas, University of Cyprus

13.00-14,30 LUNCH BREAK

Bird of a Feather Track :

The way forward - Towards Euro- Mediterranean Web Consortium & IT Centres

TIME 14,30-15,30		PARTICIPANTS
	Chair	Jean Francois Abramatic, Chairman W3C, France
	Co-Chairs	Salah Ben Abdallah, Direcor General, IRSIT, Tunisia Andreas Pitsillides, Conference General Chair, University of Cyprus
	Rapporteur	Patric Crehan, DGIII, EC
	W3C in the Med region	Salah Ben Abdallah, Direcor General, IRSIT, Tunisia
	IT centres in the Med region	Patric Crehan, DG III, EC
		Delegates from the Euro-Mediterranean Countries

Special Pilot Track: Interconnect Now!

Sponsored by: OTENet, Greece

TIME 15,30-18,00	THEME	PARTICIPANTS
	Chairs	Jean Michel Chasseriaux CNES, France Andreas Pitsillides, Conference General Chair, University of Cyprus
	Co-chair	Agathoclis Stylianou, Director, Computer Centre, University of Cyprus
	Rapporteurs	Franck Boissiere, DG III, EC Jean Pierre Euzen DG XIII, EC
	Mediterranean Academic & Research Network Interconnection - European Commission views and priorities	Jean Pierre Euzen DG XIII/ Franck Boissiere DGIII, EC
	Policy and Planning of International Internet Connections	Howard Davies, General Manager, Dante, UK
	TEN-34 Regional nodes	Basile Maglaris / Theodoros Karounos, National Technical University of Athens, Greece
	MARWAN, Moroccan Academic & Research Wide Area Network	Mohamed M. Benkamoun, Information Society, Prime Ministerās Office, Morocco
		Dane Dolev, Chairman of the National Committee of Information Technology and Infrastructure, Israel
		Stefano Trumpy CNUCE - Istituto del CNR, Italy
		Representatives from Mediterranean countries
		Representatives from Telecom Operators
		Representatives from Internet Service Providers
17,00-18,00	Discussion of project proposals	

Plenary Roundtable: Euro-Mediterranean Internet - Interconnecting in a constrained environment

TIME 18,00-19,30		PARTICIPANTS
	Chair	David O. Williams IT, Division, CERN, Switzerland
	Co-chair	Mohamed M. Benkamoun, Information Society, Prime Ministerās Office, Morocco
	Rapporteur	Franck Boissiere, DGIII, EC
	Panelists include:	Marcello Ricottilli Telespazio, Italy
		Sherif Hashem, Manager, Egypt's Information Highway project, IDSC, Egypt
		Dinos Michaelides, CYTA, Cyprus
		Saleem Zoughbi, Bethlehem University, Palestine
		Antonio Arcidiacono / . Amaury Simon, European Telecommunications Satelite Organisation (EUTELSAT), France
		Natalino Curci / Francesco Marconi, Telecom Italia, Italy
		Yiannis Vlotzos, INTRACOM, Greece
		Saviour Baldachino, MaltaCom, Malta

THURSDAY 5 March 1998

Thursday 5 March 1998
Parallel Track: P2

Private and Public Sector Initiatives: Promoting Internet-based applications
Sponsored by: IBM SEMEA, Cyprus

TIME 09,00-10,30	THEME	SPEAKER
	Session 1 - Key industrialists present their views on Electronic Commerce on the Internet	
	Chair	Hisham El Sherif Chairman IDSC - RITSEC, Egypt
	Co-Chair	George Papadopoulos, Technical Programme Chair, Univeristy of Cyprus
	Rapporteur	Vassilios Laopodis, DG III, EC
	Public Interest Issues, Global Networks and Industry Self-regulation	Vassilios Laopodis, DG III, EC
		Franco Arzano, IT, Ericsson
		Wolfang Berger, Director, German Federal Ministry of Economics
		Helmut Schinke, Director Siemens/ETSI
		Claude Boulle, Bull Group, France
		Lion Katz, Vocaltel, Assistant Vice President, Israel
10,30-11,00	COFFEE BREAK	

TIME 11,00-13,00	THEME	SPEAKER
	Session 2 - Floor to Entrepreneurs	
	Chair	Adel Danish, Managing Director, STANDARDATA, Egypt
	Co-Chair	De Viktor, IDATE, France
	Rapporteur	Marco Lopriore Union Camere, Belgium
	Electronic Commerce potential in south Mediterranean countries: a promising future	Adel Danish, Managing Director, STANDARDATA, Egypt
	How to do business on the Internet	James O'Neil, Innovation Management Centre, Worldgate Ltd, UK
	Internet supported European Business Register Network	Vito Gianella, InfoCamere, Belgium
	Joint ventures, outsourcing and Teleworking opportunities: foreign trade potential presented by the real actors	Alastair Tempest Federation of European Direct Marketing (FEDMA), Brussels
	How to set up a successful Internet Service Provision service: EU companies meet Mediterranean partners	Karl Meyer Manager, Network Solutions UUNET Consulting, UK
	Euro-Mediterranean Chambers of Commerce	Marco Lopriore Union Camere, Belgium
	Building a competitive advantage over the Internet	Nicolas Ceccaldi, Area Sales Manager, Africa, Mediterranean & Middle East, Apple Computer
	Think Globally: Act Locally and Regionally The online path to new work and new wealth	Horace Mitchell, Programme Director, European Telework Development (ETD) / European Information Technology Observatory (EITO)

THURSDAY 5 March 1998

13.00-14,30	LUNCH BREAK IBM presentation: Network Computing	(14:00 - 14:30)

TIME 14,30-15,30	THEME	SPEAKER
	Urban Regional and global Initiatives	
	Chair	Yianni Averoff / Demetrios Fotiades Egnatia Epirus Foundation, Greece
	Co-chair	Nikitas Kastis, Lambrakis Research Foundation, Greece
	Rapporteur	Gerry McGovern NUA, Internet Consultancy & Developer, Ireland
	Digital cities	Artur Serra Polytechnic University of Catalunya, Barcelona / Internet Society Spanish Chapter, Spain
	Arabia On Line, a community network	Khaldoon Tabaza, Managing Director, Arabia.On.Line, Jordan
	Local Ireland Model, an organised cooperative model for online internet communities	Gerry McGovern NUA, Internet Consultancy & Developer, Ireland
	Internet and Mediterranean Diplomacy	Jovan Kurbalija Mediterranean Academy of Diplomatic Studies, University of Malta, Malta
	Internet and the New Open Learning Environment, Going Digital in Education	Nikitas Kastis, Lambrakis Research Foundation, Greece

Thursday 5 March 1998, Pilot Projects Tracks: (P2)

5 Parallel Pilot Project Tracks, Time: 15,30 - 18,00

Special Pilot Project: Culture & Tourism

	THEME	SPEAKER
	Chair	Antonis Kakas, Conference Deputy Chair, University of Cyprus
	Co-Chair	Effat El Shooky, Egypt
	Rapporteurs	Sarah Graham, Future Foundation, UK
		A Hamdy, Business Development Manager, RITSEC-Cultureware, Egypt
	Horta Web Site Project	Brice Le Blevennec, Ex Machina, Belgium
	DM On-Line, Esprit Project	Sarah Graham, Future Foundation, UK
	Egypt Experience: Glimpse of the past and future direction	A Hamdy, Business Development Manager, RITSEC-Cultureware, Egypt
	TIScover: Aweb based tourist information system	B. Proll, W. Retschitzegger, R.R. Wagner, University of Linz, Austria
	The Museums With No Frontiers programme	Eva Schubert, Mehmet Kahyaoglu Association of Museums With No Frontiers, Austria, Turkey
	Demonstrating Novel Mangement and Access of Integrated Information for Transportation and tourism in the Mediterranean	V. Spitadakis, ICS Forth, Greece
	Promoting Med-Tourism through collaborative, web supported, Mediterranean Culture courses	Dov Winer, Gaby Wechsler, Internet Society Chapter Israel / The Ben-Zvi Institute, Israel
	Palestine 2000	Saleem Zoughby, Bethlehem University, Palestine
	Electronic commerce via Internet	Bouchra Laachak, Department of Tourism, Morocco
		Representatives from Mediterranean countries
17,00-18,00	Discussion of project proposals	

Special Pilot Project: E-Commerce

Sponsored by: NCR, Cypru and JCC Payment Systems, Cyprus

	THEME	SPEAKER
	Chairs	George Papadopoulos, Technical Programme Chair, Univeristy of Cyprus Asuman Dogac, Middle East Technical University, Turkey
	Rapporteur	Andeas Thanassoullias, President of the Working Group "Mediterranean Cooperation" of the Eurochamber, Belgium
	A survey of the Current State-of-the-Art in Electronci Commerce and Research Issue in Enabling Technologies	Asuman Dogac Middle East Technical University, Turkey
	What work flow technology can do for Ecommerce	Peter Muth, Germany
	Building Virtual Shopping Centres	Antonis Ramfos, Greece
	Synthesis of services in open commerce environments	Christos Nicolaou, University of Crete & ICS-FORTH, Greece
	Sharing Information through trusted agents	Ozlem Uzuner, MIT, USA
	VHDS: A federated database system for Ecommerce	Bernhard Holtkamp, Germany
		Representatives from Mediterranean countries
17,00-18,00	Discussion of project proposals	

Special Pilot Project: Education

Sponsored by Lambrakis Research Foundation, Greece

	THEME	SPEAKER
	Chair	Costas P. Constantinou, University of Cyprus
	Co-chairs	Piet A. M. Kommers, University of Twente,The Netherlands Andreas Skotinos, Ministry of Education, Cyprus
	Rapporteur	Patric Crehan, DG III, EC
	Virtual Reality as learning Environments: Research Agenda and the need for New Learning Paradigms and Facilities in Practice	Piet A. M. Kommers, University of Twente,The Netherlands
	Physics Education Research and a Computer Tutorial on the Photoelectric Effect	Costas P. Constantinou, University of Cyprus
	New Technologies and Services in Multimedia Education	Stefanos Kollias, . Andreas tafylopatis, . Panayiotis Tsanakas, National Technical University of Athens, Greece
	School Networks and Telematics Services: perspectives of international co-operation in the Mediterranean	G. Tsakarissianos, Lambrakis Research Foundation,, Ch. Bouras, Computer Technology Institute, Greece
	Interactive Education: Ideas and thoughts into the 21st century?	Sherif Kamel, Regional Information Technology Institute (RITI), Egypt
	An Intercactive data base approach to simulated investigative work in physics	Richard Gott, University of Durham, UK
	Internet and education:The university of Aegean and the Aegean net	Costas Tsolakidis, University of Aegean, Greece
	LearNet: A case strudy of the Shanty Fgroupās use of distance education over the internet	Rupert Westrup, Department of Computing, Ireland
	Technology Infusion in Teacher Education Programs	Elena Kyza, University of Cyprus
	Internet in Schools: The Portugese Approach	Peo Veiga, University of Lisbon and FCCN, Portugal
	The Euro-Arab Management School: An example of virtual approach	Walter Baets, Dean of Research, Euro-Arab Management School, Spain
		Representatives from Mediterranean countries
17,00-18,00	Discussion of project proposals	

Special Pilot Project: Health

THEME	SPEAKER
Chair	Costas S. Pattichis, University of Cyprus
Co-Chair	Yoanni Matsakis, Head of Telematics Department, MEDES, France
Rapporteur	Luciano Beolchi, DG XIII, EC
ET-ASSIST, European Telemedicine for Medical Assistance / TEN TELEMED, Trans-European Network for TELE-MEDicine	Yoanni Matsakis, Head of Telematics Department, MEDES, France
Euro-Mediterranean Network for the Health of Populations	Jean Pierre Papart, Tunisia
Mediterranean Integrated Regional Health Care Networks	Stelios C. Orphanoudakis, Institute of computer Science, FORTH / University of Crete, Greece

	WebOnCOLL -An Open Platform Enabling Collaborative Information Sharing and its Application in Medicine	C. E. Chronakis, D. G. Katehakis, M. Tsinakis, Center for Medical Informatics and Health Telematics Applications, ICS, FORTH Crete, Greece S. C. Orphanoudakis, Institute of computer Science, FORTH / University of Crete, Greece
	Emergency Telemedicine Applications Using Mobile and Internet Communication Links - The AMBULANCE project	S. Pavlopoulos. E. Kyriacou, A. Berler, D. Koutsouris, Biomedical Engineering Laboratory, Department of Electrical and Computer Engineering, National Technical University of Athens, Greece
	Neurosurgical Teleproctoring: TAO (Tele Assistance Operatoire)	Jacques Briend, France, Direction du Systeme d` Information, Hospital Necker-Enfants Malades, France
	Euro-Mediterranean Telepathology Network: Application in Gynecological Cancer	F. Schnorrenberg, C.S. Pattichis, C.N. Schizas, University of Cyprus V. Tanos, Department of Obstetrics and Gynecology, Hadassah University Hospital, Israel F. Iacovou, Department of Histology, Nicosia General Hopsital, Cyprus K. Kyriakou, Department of Electron Microscopy, The Cyprus Insiturte of Neurology and Genetics
	Designing an internet based collaborative environment for cystic fibrosis system	M. Dikaikos University of Cyprus C. Christoyiannis, Department of Electrical and Computer Engineering, National Technical Universtiy of Athens, Greece A. Papamichalopoulos, E. Pouliou, A. Rasidakis, Adult Cystic Fibrosis Center, Athens Chest Hospital, Greece T. Kyprianou, S. Nanas, C. Roussos, Pulmory Medicine and Critical Care Department, National Kapodistrian University, Greece I. Tsanakas, Third Department of Pediatrics, University of Thessaloniki, Greece
		Representatives from Mediterranean countries
17,00-18,00	Discussion of project proposals	

Special Pilot Project: Telework, teletrade and Telecooperation

	THEME	SPEAKER
	Chair	Horace Mitchell, Programme Deirector, European Telework Development (ETD) / European Information Technology Observatory (EITO)
	Co-Chair	Patrizio Di Nicola, Italian Co-ordinator ETD, Italy
	Rapporteur	Maarten Botterman DG XIII, EC
	European Initiatives supporting Telework developments	Maarten Botterman DG XIII, EC
	Teleworking as a Rural Development Initiative in a Remote Island Community	Donnie Morrison, Information & Communications Technology Advisory Service, Scotland
	Telework in Italy	Patrizio Di Nicola, Italian Co-ordinator ETD, Italy
	Training, including distance training, teleworking and teleteaching	Nikolaos Sphiris, Open University, Greece
	A GroupWare System for Greek Prefectures	Konstantinos Tarabanis and Ilias D. Kamos, University of Macedonia, Greece
		Representatives from Mediterranean countries
17,00-18,00	Discussion of project proposals	

20,30 CYPRIOT NIGHT- Hosted by The University of Cyprus

Friday 6 March 1998

TIME	THEME	SPEAKER
09,00-10,00	**Internet and the People**	
	Chair	Jorg Wenzel, Chief Adviser, Information Society Activity Centre, EC, Belgium
	Co-Chair	Antonis Kakas, Conference Deputy Chair, University of Cyprus
	Rapporteur	Androulla Kaminara, ISPO - Information Society Project Office, EC
	Keynote	Jorg Wenzel, Chief Adviser, Information Society Activity Centre, EC, Belgium
	Keynote	Claudio Carelli, Chairman, European Information Society Forum
	Information Society Development in European Union member states - ESIS	Androulla Kaminara, ISPO - Information Society Project Office, EC
	The Global Bangemann Challenge - A meeting point for people and projects	Mona Eriksson, Project co-ordinator, The Global Bangemann Challenge, The City of Stockholm, Sweden
10,0-10,30	**COFFEE BREAK**	

TIME	THEME	SPEAKER
10,30-13,00	**Mediterranean National Information Society Strategies**	
	Chair	Jorg Wenzel, Chief Adviser, Information Society Activity Centre, EC, Belgium
	Co- Chair	Christos Schizas, Conference Deputy Chair, University of Cyprus
	Rapporteurs	Costas Iacovou, Planning Bureau, Cyprus / Androulla Kaminara, ISPO - Information Society Project Office, EC
		Med Delegates present their views on national Information Society strategies
13,00 - 14,30	**LUNCH BREAK**	

TIME	THEME	SPEAKER
14,30-17,30	**Roundtable: Internet Access via Satellite** **Panel I: State of the Art of Technology and Services** **Panel II: Market Assessment**	
	Chair	Jacques Arlandis, ENCIP, France
	Co-Chair	Abdelkader Bairi (ITU-BDT)
	Panelists Include	Yiannis Vlotzos, Intracom, Greece
		Olivier Millies Lacroix, Head of Business Planning, Eutelsat
		Alberto Borchiellini, Director, Eurosatellite
		Melzer ESM-Astra
		Le Peltier, IDATE, France

Luis Cabre, Commercial Manager, INA ESPACIO

Hannouche Netsat

Maria Novella Cuttica, Telespazio, Italy

Alain Delvaux Unisource

Stefano Lamborghini, AIIP, Italy

C. De Dorides, Manager, Alenia Spazio, Italy

Michalis Ketsellides Space Applicatrion Institute

Marc Mac Gahn, Director, Skybridge

Vassos Savvides, Cyprus Telecommunications Authority

17,30-18,00	**COFFEE BREAK**
18,00-18,30	**VIDEO LINK UP with Tim Berners Lee, W3C, Director**

TIME	THEME	SPEAKER
18,30-19,30	Closing session - The construction of the Euro-Mediterranean Information Society: The way forward, conference Stock Taking, and Conclusions	
	Chair	Jorg Wenzel, Chief Adviser, Information Society Activity Centre, EC, Belgium
	Co-Chair	Fernando Aldana, Government Cabinet, Director of the Office of Sience and Technology, Spain / Lazaros Savvides, Director Telecommunications, Ministry of Communications and Works, Cyprus
	Rapporteur	Andrea Ricci, DG XIII, EC
21,00	Passport to Fun" Night & Best Web Site Award presentation- Sponsored & Hosted by Cyprus Telecommunications Authority (CYTA) Grab your special EURO-MED NET 98 Passports (from your registration pack) and join us for an evening of adventure. Departure time is 21.00 from the Hilton Atrium. A short journey to the Akamas Room puts you in a Cypriot taverna. Make sure you allow time to play in the hallway arcade on your way to Latin America and a Mediterranean stopover. The Ahera Room plays host to the enchantment of the Med, while a fiesta beckons in the Kantara Room. And be sure to get your "passport" stamped at each destination, for prizes are being awarded to the well-trafvelled. An evening of energy, music, dancing, games and a delicious repast - on 6 March, CYTA gives you your Passport to Fun.	

Saturday 7 March 1998

Parallel Sessions, Time: 09,00 - 12,00

Any other tutorials will be announced on the day

THEME	SPEAKER
Project and Technical Paper Presentation - P1	
Chairs	M. Dikaiakos, Antonis Kakas, University of Cyprus
A New Multimedia Service for High Speed Access to Internet	Faustino Barbarara, Telespazio, Italy
Satellite Internet Distribution	Yiannis Vlontzos, INTRACOM, Greece
ISTAR Networks	R. Davies, ISTAR, UK
Integration of Web Applications and Services for the German Government	M. Bogen, GMD, Germany
Information Society and Sustainable Development	Alois Frotschnig EC, Institute for Prospective Technological Studies, Spain
Laboratory Quality Assurance for SMEs in the Med Region	G. Peplow, University of Malta, Malta
Academic Libraries Distributed over the Web	N. Georgalas, IMS Group Ltd., UK
Development of the Information Society in Europe Through Collaboration	J. Martin, TERENA, The Netherlands
Simple Low Bitrate Videoconferencing System for ATM and WATM	P. Psiloinis, University of Surrey, UK
The Design and Implementation of a Web-Based Information kiosk	S. Hadjiefthymiades, Advance Services Group Ltd., Greece
The MARE NOSTRUM INCO - DC project proposal	Pascale Hardy Institute for Prospective Technological Studies, EC, Spain
Multilinguality on the Internet: Issues, Problems and Recent Developments	B. Jerman-Blazic, University of Ljubljana, Slovenia
Value-Added Telecommunication Services for the Industry: Status and Perspectives	I.A. Koukos, National Observatory of Athens, Greece.

THEME	SPEAKER
Electronic Commerce Track - P2	
Chairs	George Papadopoulos, Technical Programme Chair, Univeristy of Cyprus Asuman Dogac, Middle East Technical University, Turkey
Rapporteur	Andeas Thanassoullias, President of the Working Group "Mediterranean Cooperation" of the Eurochamber, Belgium
Selection Criteria for Tools Supporting Business Process Transformation for Electronic Commerce	Aphrodite Tsalgatidou, University of Athens, Greece
IT and Market: Push Technologies vs Electronic Commerce	Antonio Cordella, Goteborg University, Sweden
STAMP	Richard Sitruk, ETIS, Belgium
Electronic commerce in Malta	Alexander Cassar, PRISM, Malta
Simplifying Commercial Transactions over the Net	Adamantios Koumpis et al., UNISOFT, Greece
EC: Perspectives and Development Issues in the Cypriot Industry	A. Kokkinaki, University of Cyprus
TEXconnect: An Open Communication & Information Infrastructure for the Textile Supply Chain	P. Bauman, FORWISS, Germany
EC: Challenges and Opportunities for Banking Service	C. Alexandrou, University of Cyprus

Saturday 7 March 1998

A survey of trends in Internet based Ecommerce	R. Ferguson, UK
Provision of Electronic Commerce Services to the traveler in the Med	M. Themistocleous, AUEB, Greece
Modelling Electronic Commerce Activities Using Control-Driven Coordination	G. Papadopoulos, University of Cyprus

THEME	SPEAKER

Education Track - P3

Chair	Costas P. Constantinou, University of Cyprus
Co-Chair	Piet A. M. Kommers, University of Twente, The Netherlands
Rapporteur	Patric Crehan, DG III, EC
Distributed Multimedia Archives for Cooperative TV production	Piet A. M. Kommers, University of Twente, The Netherlands
The role of digital libraries in network based training	M.C. Buzzi, P. Venerosi, F. Rabitti, P. Savino, CNUCE, Italy
Computer based training activities related to a post office company network, for ergonomic quality	Costas Davarakis, Systema Informatics, Greece
Hermes on Internet wings: CMC (and the Greeks) towards the new millenium	Maria Roussou, Institute of Education, University of London, UK
Facilitating the Establishing of Information Society in a Small Region through Education	Ildiko Propst, Erika Kocsis, The Soros Educational Center, Romania
Development of the Information Society in Europe through Collaboration	John Martin, Trans-European Research Education Networking Association, The Netherlands
Media literacy in support of critical thinking	Mira Feuerstein, Oranim College, Israel

THEME	SPEAKER

A model for training SMEs in the Business Use of the Internet -P4

Presented by	James O'Neil, John Freeman, A. Bowers, Innovation Management Centre, Worldgate Ltd, UK

12,30-19,00 EXCURSION - Sponsored by the Cyprus Tourism Organisation

COMPANY PROFILES

CYPRUS TELECOMMUNICATIONS AUTHORITY

The Cyprus Telecommunications Authority (CYTA) is the sole telecommunications service provider in Cyprus. Over the years, CYTA has invested heavily in the development of a state-of - the art national and international network, the latter consisting of an extensive network of submarine fibre-optic cable and satellite systems which have justifiably turned Cyprus into a telecommunications hub in the area.
One of CYTA's main aims is to satisfy its customers' ever increasing telecommunications needs both with regard to the quality as well as to the range of services offered.
To this end CYTA gives great emphasts to the enhancement of the Value Added Services offered to its customers, one of which is Internet access. CYTA is dedicated to becoming the leader in expanding Internet access in the easten Mediterranean area. Making use of the latest routing techonology and its impressive international network, CYTA can provide maximun perfomance to its national and international customers.
Furthermore, CYTA is expressing its willingness to assist in the development of a wideband network for the use of the Research and Education Institutions in the Middle East Area.

IBM

IBM, being the leading Information Technology company in the world is heading towards the 21st century with new challanges derived from the convegence of computing and communications and the internet phenomeno
IBM's 21st contury challenge of helping its customers to do business in new ways and reach new markets is derived from its fundamental vision of "Network Computing." A basic element of this Network computing vision is "e-business". "e" stands for "electronic" - a new way of working, communicating and conducting business transactions. We build "e-business" solutions for "our small planet".

INSTITUTE OF TECHNOLOGY

The Institute of Technology is a private, non private Organisation and was established as a joint initiative of the Ministry of Commence. Industry & Tourism, the Employers & Industrialists its Federation (OED) and the Cyprus Chambers of Commerce& Industry (KEBE).
The mission of the Institute is to furm the main vehicle of technological upgrading and developmentof the manufacturing sector.

LAMBRAKIS RESEARCH FOUNDATION

The **Lambrakis Research Foundation** (1991) is a non-profit organisation aiming to contribute-in cooperation with social, scientific and public bodies-to the fields of Education, Culture, Environment and to the regional development of Greece - especially within the framework of the European Union and within the context of recent developments in the region.

The goal of the Foundation especially in the field of Education, has been the upgrading of public education through a more equitable distribution of knowledge harnessing the possibilities afforded by contemporary technological advances. The production of a series of educational videos - which are accompanied by book - guided - and CD-ROMS, all distributed to secondary schools free of charge, the research to introduce innovations in the educational system and the experimental training offered to educators with the assistance of special distance training programmes via telematics, are just a few of the Lambrakis Research Foundation's activities in this fied.

OTENET

A strategic business choice of OTE, the Hellenic Telecom Organisation, led to the creation of OTEnet. Holding 93% of its shares, OTE is the main shareholder in OTEnet SA; 5% of its shares are held by Athens University and 2% by the National Technical University of Athens.

OTEnet has won a significant share of the Greek Internet market and aims to penetrate other markets, such as those in neighbouring Balkan states, around the Black Sea and in the Near and Middle East.

The OTEnet network covers the whole country, has the capacity to carry heavy traffic and can cater for all foreseable future needs. It provides not only Internet products and services but also those of similar applications.

The products and services offered by OTEnet fall into four main categories:

1. Internet Access Servic es.
2. World Wide Web Services.
3. Business Internet/Intranet Solutions.
4. Value-added Services and Information Services.

NCR

1. NCR (CYPRUS) LTD:

NCR (Cyprus) Ltd was established on April 1st, 1955, as a subsidiary of the parent company the NCR Corporation. As such, NCR is the leading and most firmly established supplier in Cyprus for a wide range of information technology products and solutions like:

- Symmetrical Multiprocessing Systems
- Massively Parallel Processing Systems
- Self Service Terminals (ATMs)
- Micro-computers
- Networking Equipment
- Retail Terminal Systems
- Item Processing Systems
- Third Party Equipment
- Application Software
- Computer Services
- Consulting

NCR in Cyprus is manned with 95 qualified and highly trained professionals and our organization in Cyprus enables us to undertake the responsibility of being a total systems vendor hence furnishing our customers with:

i hardware
ii basic software
iii application software
iv all kinds of business forms and supplies
v hardware maintenance
vi application software maintenance
vii education facilities

2. NCR MIDDLE EAST/AFRICA GROUP

NCR maintains in Cyprus the Area Headquarters for its Middle East and Africa operations.
These Headquarters manage the NCR branchers in forty-two countries, extending from the African Continent through the Middle East to Pakistan and Bangladesh. Recently the NCR Middle East/Africa Group in Cyprus has undertaken responsibility for the NCR distributors in Israel, Malta and South Africa and has opened a branch in Greece.

JCC PAYMENT SYSTEMS LTD (JCC)

JCC is the merchant acquirer for Vica and MasterCard card products in Cyprus. It currently employs a staff of 55 that in 1997 handled a volume of 4,4 million card sales transactions. JCC was formed in 1989 when the banks decided to cooperate on technology for the creation of Interbanking Systems. Principal activities of JCC are the Development of Interbanking Systems and the Acquiring and Processing of card transactions. Specifically, JCC is responsible for providing service to the merchants that accept bank cards, is the National Authorisation Centre available 24 hours a day and the National Automatic Teller Machine (ATM) SDwitch. JCC also runs the Electronic Funds Transfert at Point Of Sale (EFTPOS) network and has set up an Automated Clearing and Settlement Centre for credit cards.

HITS

Hadjikyriakos Information Systems

HITS is a leading Information Technology Solution based supplier. The company offers a broad range of products from low-end desktop workstations to servers and high-end Cray ® supercomputers. Silicon Graphics also markets MIPS ® microprocessor designs, Alias Wavefront™ entertainment and design software and other software products. HITS key markets include manufacturing, government, science and industries, telecommunications and enterainment sectors. HITS has focused into Specific Market segments:

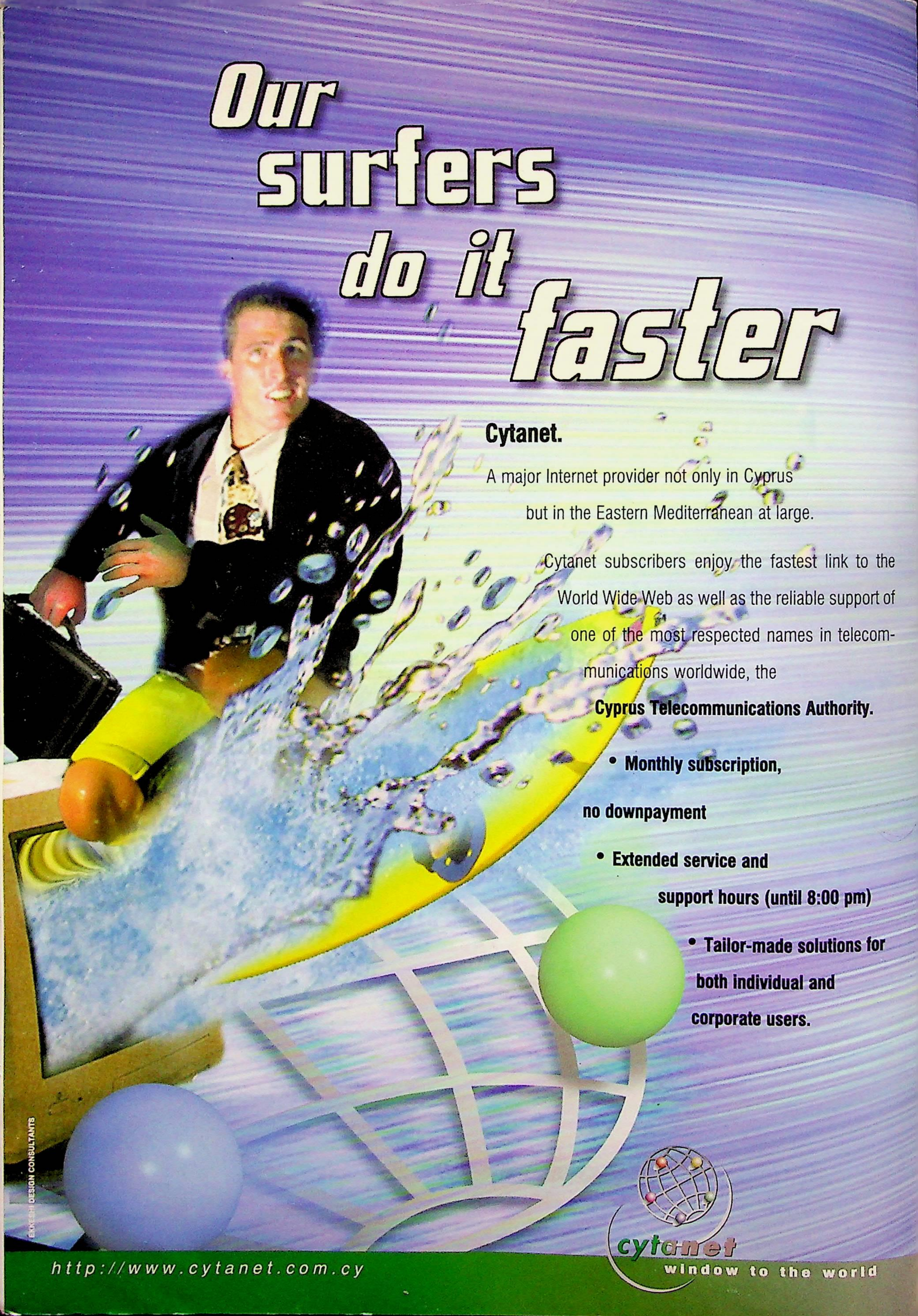
- **Internet**
- **Video and Post Production**
- **Educational and Research Centre**
- **Commercial Database Solutions**

AT & T - UNISOURCE

AT & T - Unisource provides Internet Transit Service for the largest Internet providers with top level Internet connectivity. The design of AT & T - Unisource's Internet provides a non-overbookked, highly reliable and congestion free connection. The Internet Transit Service allows you to choose terrestrial or satellite connection to Europe and the United States.

EUTELSAT

EUTELSAT was set up in 1997 to operate satellites for fixed and mobile communications. It operates a fleet of ten satellites with seven new satellites under constution. In addition to fast Internet access and data broadcassting, the EUTELSAT satellites are used for digital and analogue television and radio broadcasts to DTH, cable and community networks and also for telephony, EBU transmissions, business communications and the EUTELTRACS messaging and positioning service for mobiles.


Our surfers do it faster
Cytanet.
A major Internet provider not only in Cyprus but in the Eastern Mediterranean at large.
Cytanet subscribers enjoy the fastest link to the World Wide Web as well as the reliable support of one of the most respected names in telecommunications worldwide, the Cyprus Telecommunications Authority.
• Monthly subscription, no downpayment
• Extended service and support hours (until 8:00 pm)
• Tailor-made solutions for both individual and corporate users.
http://www.cytanet.com.cy
cytanet
window to the world

LMDS Wireless Broadband ... Local Multipoint Distribution Service cells 2-6 Km hundreds Mega bits/second

TETRAMED Workshop Cairo, 16-17 January 2000

ICTAF
Interdisciplinary Center for Technological Assesment and Forecasting at Tel Aviv University

Presentation by Dr Yair Sharan and Dov Winer

Developments in Israel Relevant to the IS2 Initiative - HPCN

The Internet in Israel

- ★ 750,000 Users at the end of 1999

Growth

- ★ 28% first half 1998
- ★ 22% second half 1998
- ★ 18% for first half '99
  - source: IDC /Efy Landau http://www.globes.co.il

97 250 Dynamic 8330
98 440 12941
99 750 24144

Internet in Israel

- ★ 30 ISP's
- ★ One main ISP with 50% of the Market (Netvision)
- ★ Additional ISP with 26% (Internet Gold)
- ★ IIX - Israeli Internet Exchange

Israeli Telecommunications Market

★ $ 4.1 Billion	
★ Telephony and Infrastructure	45%
★ Cellular Telephony	31%
★ International Long Distance	12%
★ Cable TV	9%
★ Terminal Equipment and Business Systems	3%

source: Ministry of Communications http://www.moc.gov.il

Bezeq - The Israel Telecommunications Corporation

- ★ Authorized monopoly of the national telephone infrastructure
- ★ Annual sales of NIS 8.3 Billion
- ★ 9,000 Employees
- ★ Completed 100% digitalization of the system

source: Ministry of Communications http://www.moc.gov.il

Israel's Tele-communications

- ★ 2.7 Million main telephone lines 45% penetration
- ★ Two new international services operators
- ★ 2 million cellular telephone customers 34% penetration - three providers
- ★ Liberalization Policy- Rosenne Committee by January 1999 open competition in terms of infrastructure, transmission and telephony

Privatization of Bezeq

- Government Commitment to Privatization
- Currently:
  - Government 54%
  - Cable & Wireless 20% (sold to the Zeevi Group)
  - The remaining with the public TA Stock Exchange
  - Commitment to privatization

Israel's Tele-communications

- Three cable television operators 550/750 MHz
- 90% of the population enjoys cable TV coverage and 70% households subscribe
- IBA operates two nation TV networks, seven national AM/FM radion networks and 14 local FM radio stations by public tender
- May, 1996 commercial telecommunications satellite AMOS and provide services for TV, radio and transmission

Liberalization of the Telecom Market

- Competition to be facility based
- Universal service obligations
- Cross ownership restrictions assuring fair competition
- Competitor will need provide universal service in a wide demand region (at least 12 out of 41 natural areas
- Cable companies demand regions will be the aggregate of their current concession areas; cable content market open to competition

Liberalization of the Telecom Market

- Beginning June 1999 licenses to be provided to domestic telecommunications operators
- Recommendations
  - In competition to Bezeq providing infrastructure, transmission and telephony
  - Personal Communications Services by new operators with a variety of portable multimedia services
  - Exclusive status of International operators to expire in 2002 allowing for additional operators
  - Multi-channel subscriber television market to competition

Projects Relevant to I2 Initiatives
Generic Technologies Consortia

- Israeli Broadband Telecommunications Research and Development Consortium
  Bezeq Telecom ECI El-Op Technion SCD Tadiran Optoelectronics
- MOST - Multimedia Online Services
  Gilat Algotec

Tariff Reforma - Grunau Committee

- Bezeq base rates to be 10.16% below current levels
- Domestic calls would be 32% cheaper
- Frame relay lines 21-37% more expensive
- Use charges would increase by 12%

Projects Relevant to I2 Initiatives

- ISRAEL ONE - School and Regional Colleges Network
- VCON - IP Multiplexing
  - LAN IP solution for teleconferencin: video, audio and data
- Bezeq
  - ADSL experiments in 4 Central Interchanges
- GILAT Trainet

Internet 2 in Israel

- Purpose:
  - Quality of Service
  - Class of Service for R&D
  - Not intended to speed up standard Internet access
- Separated Infrastructures and Virtual Lines

Internet 2 in Israel

- I2 will be based on the Bezeq ATM Magnet
  - 8 connections OC-3 155Mbs
  - provided without payment
- I2 will use as backup the Bezeqcom OC-3 connections to all the universities
- 10Mbs UBR connection
- CISCO 7206 in all Universities

Internet 2 in Israel

- Alternative infrastructures
  - MED-1 Optic Cable in the sea parallel to the coast from North to South
  - Israel Railways will complete its optical cables network to Rehovot by June 1999 and was granted a license at the end of December
  - The Israel Electric Company
  - The new Israel National Highway

Internet 2 in Israel

- Connection of both Bezeq ATM networks to each University
- FORE (Marketed by Bynet) donated ATM Switches
- Each ATM Switch will interconnect to current campus CISCO router thereby providing IP Services

Internet 2 and Industry

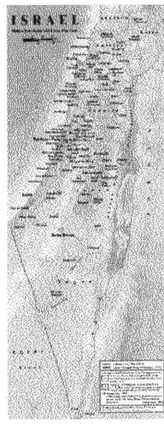
- Only for R&D purposes
- Will connect either by E1 (2Mbs) or E3 (34Mbs) to the TAU GigaPOP
- Technology dependent of what the Bezeq will supply: SIFRANET, FR, ATM
- Unlimited access to all Israeli Universities

I2 for Industry

- Policy issues open:
  - Who and what qualifies as R&D Industry
  - How much connection costs will be paid by Industry
  - MACHBA the Israel Interuniversity Computer Center is only a contractor for managing the I2 Network for the government from June 1998

I2 International Connections

- Connection to the QUANTUM Networkd
  - 16 NRN National Research Networks
- Q-MED: Israel, Cyprus, Greece, Italy,
- Partially funded by the EU (40%)
- Global Internet 56,000 Networks
- QUANTUM about 1,000 Networks
- Unlimited access at 34 Mbs



ISRAEL

- Area: 22,145 sq.km
- Population (1996) 5,757.9
  - Jews 80.2 %
  - Moslems 14.6 %
  - Christians 2.1 %
- GDP (1997 est.) $ 96.7 bil.
  - Per capita $17,500
- Labour force: 2.3 million

Dov Winer

- ICTAF Interdisciplinary Center for Technological Assesment and Forecasting at the Tel Aviv University
  - Director of the ESIS II Project in Israel European Survey of Information Society
- MAKASH: Advancing Computer Mediated Communications Applications in Education - Director
  - National Coordinator for Netd@ys Europe 1999
  - Israel representative in the EUN
- Personal page: http://makash.org.il/dovw.htm



ISRAEL :Tourism Readiness Plan for the Year 2000

- Government Forecast: 4 million visitors
  - Vatican forecast: 7-10 million
- The significance of the forecast
  - US$ 3.4 billion to the GDP (to a total US$ 6 b)
  - 3% to the economy growth rate
  - 50,000 additional jobs

ISRAEL: Tourism Year 2000

- Responsibility of the Ministry of Tourism
- Year 2000 Administration in the Ministry
- Committee composed by the religious institutions in Jerusalem and the Ministries of Tourism, Foreign Affairs and Religion
- Focus:
  - The tourism product and its diversification
  - Keeping the quality of the product
  - Marketing

ISRAEL: Tourism Year 2000 Product Development

- Infrastructures: Jerusalem, Masada, Tiberias and Lake Tiberiades, Nazareth and Kana, Caesaria, Beth Shean, Zippori and Meggido: 250 Million NIS
- Hosting places: 55,000 rooms
  - no problems expected nationally; some bottlenecks identified for some isolated weeks
  - special assistance program for overcoming the bottlenecks stimulating rural hosting and geographical distribution
  - alternative emergency plans if the number of tourists surpasses the forecasts

ISRAEL: Tourism Year 2000 Product Diversification

- Stimulating the production by private and public bodies of cultural religious events
- Keeping and improving quality of product
  - New rating of hotels by international firm
  - Supervision and compliance: access, cleanliness and maintenance
  - Information for the tourist
  - Improving access to handicapped persons
- Human Resources Development
- Education campaign for the Israeli public

ISRAEL: Tourism Year 2000 Marketing

- To reach the target of 4 million visitors from quality markets - 3 groups of countries defined
- Preparations:
  - PR, Dialog with decision makers and public opinion leaders, stimulus and assistance to wholesale marketers and airlines, building Millennium packages
  - Information materials: brochures, maps, films, Internet, CDs distribution
- Realization
  - Creating demand from early 1999; PR, publicity (image and sales) for pilgrim and tour markets
  - LOGO 2000 Ceremony



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macam98 - national teachers' colleges network

- Kindergarten
- Primary School
- Junior Highschool
- Senior Highschool to 10th Grade
- Specializations: Sciences, History, Judaism
- Special Education

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macam98 - national teachers' colleges network

Colleges 34
Students +40,000
Teachers 5,000-6,000

Dov Winer dovwiner@post.tau.ac.il

macam98 - national teachers' colleges network

- Development Team for the Network
- 14 Colleges
- 26 Teachers of Teachers
- Pairs - Humanistics and Sciences
- Veteran Teachers
- Strong Pedagogical Background
- No Computing Experience
- Word-Processing Skills

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macam98 - national teachers' colleges network

- Establishing the network
- Network Architecture Definition
- Services
- Support Personnel Training
- Procurement: hardware, software, lines, specialized manpower and know-how
- Establishing and maintaining network services

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'macam98 - national teachers colleges network goals

- Navigation of the global network as epistemic sailing
- Experiencing the heterogeneity of educational experiences in the network
- Development of original modules for education, training and technology dissemination.

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macam98 national teachers' colleges network

- One Workshop Meeting Each Week
  - 9:00 - 15:00
- Network access at the College and at home
- Laptop computer for each DT member
- Email conferencing as additional framework
- Duties: Learning, Teaching, Project

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macam98 - goals
variety of experiences

- Skills acquisition for participation in the educational experiences offered by the network.
- Variety of approaches, projects and experiments using CMC.
- Choosing means adapted to educational goals and personal styles.

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macam98 - goals
skills for epistemic sailing

- The Internet maps the knowledge producing world.
- Significant training and educational activities take place.
- Network and tools allowing visually oriented navigation of the global network - integration through hypertext.

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macam98
basic skills acquisition

- Establishing a network connection: terminal emulation vs SLIP/PPP
- Email - Hebrew
- Email Conferencing: mailing lists & servers
- Usenet News
- Gopher , FTP, Telnet,
- Seeking information in the network
- WWW - the great hypermedia integrator
- HTML Editing

Dov Winer dovwiner@post.,tau.ac.il

macam98 - goals
developing original modules

- Developing original modules in different disciplines adapted to education in Israel
- The network as an essential component of the future teacher environment
- Development and dissemination best based on experienced teachers of teachers

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macam98
network services

- DNS
- Mail Server
- Listserv (Majordomo)
- Usenet News
- FTP Public Archive
- Gopher
- IRC Hebrew Server
- Glimpse Databases
- WWW and the Netscape Browser:
  - The Great Integration
- Hebrew and Language Problems for Email and Web Use

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macam98

- The members of the development team adapted and edited network training materials
- EMail and Conferencing
- Gopher: establishing and using
- Web Surfing and Mosaic Netscape
- HTML - Hypertext Editing

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'macam98 - national teachers training network

- The Consequence: New Roles for Teachers
  - Group Moderator
  - Multimedia Producer
  - Technology Pioneer
  - Epistemic Pilot
  - Anxiety Manager

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'macam98 - national teachers colleges network

- Patterns of dissemination courses:
  - "Drive License" Model
    - Basic Tools for Network Navigation
  - "Projects Development" Model
    - Organizational Development for Networking
  - "Mixed Model" (Beit Berl)
    - Basic training for a large population
    - Projects Development

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macam98: projects

- Pedagogical Orientation
  - EzraReshet: Support for Highschool Students
  - Virtual Course: Telematics Application to Teaching
  - College Students/Teachers Dialog
- Sciences: Chemistry and Biology
  - Vision Experiments
  - Simulations, Resources, Virtual Courses

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macam98

- Basic CMC Pedagogical Applications and Skills
- Virtual Courses and Seminars
  - Using email conferencing
  - Moderating
    - networking social skills
    - task orientation skills
- Multimedia Producing
  - HTML Editing - Graphics and Hypermedia

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macam98 projects: Biology & Chemistry

- Water as the object of an interdisciplinary course
- Visual Physiology and Psychophysics
- The Molecules Gallery
- Chemistry Experiments Simulation
- Access to resources
- Protein and DNA mapping
- A full course on the chemistry of water
- Sciences Specialization: Pedagogical Orientation

Dov Winer dovwiner@post.tau.ac.il

macam98: projects

- Mathematics
  - EzraReshet: Support for Highschools Students
  - Mathematical Teaching Resources
- English
- Judaism, Poetry, Computer Terminology in Hebrew
- Sports
- Art therapy

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macam98
projects: judaism databases

- Sources
  - Tanach (The Bible)
  - Responsa
- Full text databases
  - Journals
  - Mofet Institute Modules
  - Commemorative Books
- Indexed Texts
- Examinations Database
- Teaching Resources
  - Lesson Plans
  - Working Cards
  - Multimedia Materials
  - Discussion Groups Archives

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macam98
projects: judaism conferences

- Observant and non-observant schools
- Email Conferences
  - MIKRA-MM
  - TNACH-MD
  - TOSBA-MD
  - JEDPED
  - ORANIM1
- Approaches to teaching the subject
- Specific suggestions
- New research
- Special projects
- Teaching improvement

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macam98
pedagogical orientation

- College Students-Teacher Dialog
- Teacher trainees
- Teaching situations brought from field work experiences
- Group discussion
- Defining problems affecting the training teacher
- Transforming from individual problems into learning opportunities for the group

Dov Winer dovwiner@post.tau.ac.il

macam98
judaism virtual course

- Population
  - Teachers of teachers, pedagogical instructors, teacher trainees and teachers
- Goals
  - Integration of different knowledge fields in the area of Judaic Studies: Tanach, History, Geography
- Teacher as moderator of virtual seminar

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macam98
english as a 2nd language

- ETT On-Line
  - ETT Virtual Classroom
  - ETT Discussions
    - Planned
      - ETT Virtual Courses
      - ETT Virtual Conferences
      - ETT Projects

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macam98
english as a 2nd language

- Subject Area
  - Methodology
  - Linguistics
  - Special Needs
  - Literature and Drama
  - Proficiency
  - Computers
  - Measurement and Evaluation

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The Israel Educational Network

Developing Telematised Teaching Environments in the National Teachers Colleges Network

24 June 1999

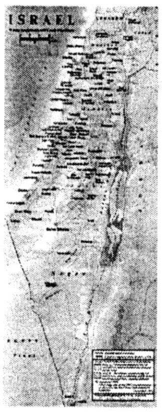
INET '99 San Jose California

Dov Winer
http://makash.org.il/dovw.htm

ISOC-IL Internet Society Israeli Chapter
http://www.isoc.org.il
MAKASH
http://netdays.org.il

Israeli Educational Networks

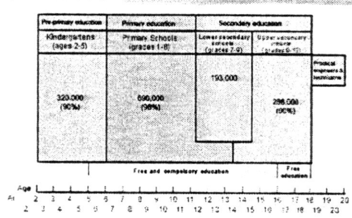
- Israel - Basic Data
- The Educational System in Israel
- The "Tomorrow 98" Project and the second phase of the computerization program
- Additional Educational Networking Initiatives



ISRAEL

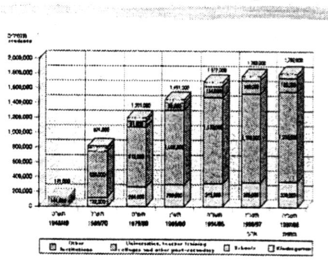
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Structure of the Educational System

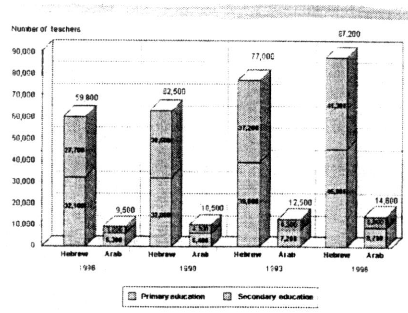


1996 - 1,490,000 from pre-primary to the end of the secondary

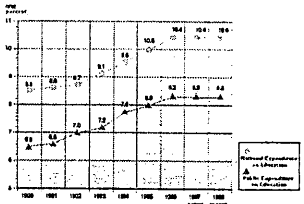
Students in the Educational System



Number of Teachers



National Expenditure in Education



Internet in Israel

- 520,000 users in mid 1999
- 22% Growth in second half of 1998
- 30 ISPs but one with 50% and a second with 26% of the market
- IIX - Israeli Internet Exchange
- Liberalization policy - from 1 June 1999
- Three cable operators with penetration of 90% and 70% of households subscribing
- Internet II project being started

Main Educational Networking Initiatives

- Tomorrow '98 - Computerization Phase II
- Kishurim
- Regional Projects: Zfonet, Madarom
- MACAM98 Teachers Colleges Network
- Snunit, Sahlab, Aviv School
- Center for Educational Technology
- ORT, Amalnet

Main Educational Networking Initiatives

- Israel/ North Carolina Broadband Project
- Keshev-Makash
- The Jewish Agency Pedagogical Center
- Partnership 2000
- Galileo Project
- Digital libraries - TAU , Lottery
- A computer for every child (PM Office)
- Direct link Museums/ Schools
- Netschool

Computerization Phase II

- Three partners: Ministry of Education (Directorate for Science and Technology); Local Authorities and National Lottery
- Goal: one computer for 10 students
- One computer lab at least in every school
- Additional computers in the school
- Support system for the teachers

Computerization Phase II

- 450 Secondary schools connected by Frame Relay
- 500 Primary schools connected by modem
- Main goals for Phase II:
  - Acquisition of basic computer skill by every student
  - Introduction of new learning methods
  - Evaluation by outputs

Computerization Phase II

- Development of local leadership in schools towards independence from external specialists
- Development of learning communities working in collegiate projects
- Adaptation of the programs for different age groups and curricular areas
- Creation of local networks of neighbouring schools

Activities	**Rules**	**Outputs**
Courses	Technical	From Student
Tutoring	Assessment	From Teacher
		From School
Means	Definition	Outputs
direct	Technical	New teacher
from h/q	Pedagogical	New environment
		New processes

Support

Inspectors and teachers	Autonomous
Supporting centers	student
Schools: Directors,	Computer
Coordinators, Teachers	skilled

Support and Training

- Tutoring Centers
  - 1999 2000 2001 2002
  - 56 hours of training every year
- Basic skills for every teacher: 112 hours
- Inspectors, directors and supporting staff:
  - 112 hours
- Teacher leader in every school: 224 hours X 3
- Headers of local networks: 224 hours X 3

Towards a Culture of the Information Age

- Adoption of international standards for Metadata description of networked resources - support to Hebrew and Arabic
- Database of annotated educational resources available in the Internet
- Dissemination of norms for the intelligent use of networked resources in current educational practice - inspectors, teachers
- Field tests for tools and training programs

Global Jewish Networking

* Resources

Experts Catalogs

Conferences

Newsletters

Databases Archives

Software Texts Graphics

Jewishnet (sm)
Dov Winer http://www.jewishnet.net

Global Jewish Networking

* Diffusion of the Personal Computer in the late eighties
* Jewish Networking Enthusiasts
* The growth of the Internet 100% + a year
  - globalization of the world economy
* Global Jewish Networking concepts and dynamics in the Jewish Organizational arena

Jewishnet (sm)
Dov Winer http://www.jewishnet.net

Global Jewish Networking

* Libraries and Databases

Eretz Israel Database

RAMBI - Jewish Studies

Jewish Demography

Oral History

Jewish Education

Spielberg Filmography

Jewishnet (sm)
Dov Winer http://www.jewishnet.net

Global Jewish Networking

* Activities

Interpersonal Observance Politics

Educational Planning Scholarship

Tourism Gaming Job hunting

Professional Business

Learning and Teaching

Jewishnet (sm)
Dov Winer http://www.jewishnet.net

Global Jewish Networking

* Some central Jewish Servers

Ministry of Foreign Affairs

Jewish Agency - World Zionist Organization

Joint Authority for Jewish and Zionist Education

Shamash - Serving the Jewish Internet

Jewish Studies Web Jewishnet

ORT - Museum of the Holocaust

Jewish Universities

Jewishnet (sm)
Dov Winer http://www.jewishnet.net

Global Jewish Networking

* Examples of Jewish Lists (400+)

Jewishnt -

Global Jewish Information Network Project

Bridges - Jewish Feminists

Kol-Isha - Orthodox Women

CJI - Computer Jobs in Israel Israeline

HOLOCAUS Mendele HebLang

Jewishnet (sm)
Dov Winer http://www.jewishnet.net

The Knesseth Jewish Networking Committee

- Central Jewish Directory
- Commercial applications support
- Jewish Resources Mapping - MetaCrawler applying high performance computing
- Hebrew learning and teaching
- Global Jewish Teachers and Professionals Training Institute
- Best practice procedures in Jewish Virtual Education

Jewishnet (sm)
Dov Winer http://www.jewishnet.net

Global Jewish Networking

Project Genesis

Mail.Jewish

Courses: University of Judaism

Twinning Programs

soc.culture.jewish.parenting

Jewishnet (sm)
Dov Winer http://www.jewishnet.net

Global Jewish Networking

- Initiative: P.Sapir Regional College of the Negev, 1990
- Approved: The Finances Committee, The Knesseth, 1991
- Planning: Ministry of Communications through MAKASH/Sibam 1991/92
- Planning Report transferred to the Jewish Agency, 1993

http://www.jewishnet.net
Dov Winer

The Knesseth Jewish Networking Committee

- Global Jewish Teachers and Professionals Training Institute
  - Faculty from Jewish Universities, Academic Programs, Teachers' Colleges
  - Virtual Classrooms: Conferencing, Global Multimedia Access, Electronic Libraries
  - Curriculum Development: 1997/1998
  - Degree Recognition: Initially in the framework of the present institutions
  - Periodic face to face meetings in Israel

Jewishnet (sm)
Dov Winer http://www.jewishnet.net

Jewish Electronic University

- Knesset Committee National Policy for Information Technologies - Recommendation on the Establishment of a JEU
- 33rd Zionist Congress Decision concerning the establishment of a Jewish Electronic University

Jewish Electronic University presentation at the Yad HaNadiv Committee on the JEU

- Global Jewish Network
- Israel 2020 Strategic Planning for Israel
- Observatory of Jewish Educational Resources in the Internet
- Virtual Zionist Congress

Jewish Electronic University

- Jewish University In CyberspacE (JUICE)
- OPENU Jewish Studies Jewish History
- Distance Learning Project - Melton Center for Jewish Education (Kaminer)
- University of California at Davis Course: Introduction to Judaism
- Jewish Radical Education Project (J-REP)
- Hebrew College (Shamash)

Jewish Electronic University

- MODEM Campus
- The Teachers's Colleges Network in Israel
  - MACAM98 Development Team
- Discovering the Past, Designing the Future - Virtual Learning for Tourism in the Mediterranean
- EUN and the Dublin Core project for the Educational System in Israel
- ESIS Survey of the Information Society

Jewish Electronic University

- Administration, Marketing, Organizational Development, Stakeholders Representation, Resources Mobilization
- Testing, learning profiles, accreditation
- Standards adoption and implementation
- Faculty Development and Support
- Content Development
  - Courses and Telematic Learning Environments
  - Support for Self Study Programs
  - Counseling and Support to Learners
  - Pedagogical Databases
  - Books, CD, Video, Learning Materials, Virtual Reality

Jewish Electronic University

- Standardization Initiatives
  - EC MoU on Common Approach to the Production and Delivery of Learning Technologies, Content and Services
  - ADL - Advanced Distributed Learning (DoD)
  - IMS - EDUCOM Instructional Management Systems
- User Friendly Information Society: 3,600 MECU

MAKASH at the ETB

MAKASH *advancing society through ICT in education*

http://makash.org.il

- *EUN - Editorial Board and Technical Committee*
- *National Page for Israel - Netdays Europe*
  http://netdays.org.il
- *Observatory of Jewish Educational Resources in the Internet http://www.jewishnet. net/obs*
- *Directorate for Science and Technology, Ministry of Education: Project "Developing a Culture for Evaluating Educational Information in the Internet"*
- *Task Force on Web Standards for Jewish Education and Networking - decision of the JET Conference 12.99*

dafleumi@netdays.org.il *Cultural Heritage Applications* ישראל: מקש לקידום יישומי תקשורת מחשבים *IST-1999-11781*

ETB

The European Schools Treasury Browser

Aim: To build a Web educational resource metadata and quality-processing infrastructure linking teachers and students together with distributed educational resources thus creating a European Schoolnet information space

dafleumi@netdays.org.il *Cultural Heritage Applications* ישראל: מקש לקידום יישומי תקשורת מחשבים *IST-1999-11781*

ETB

Objectives:

A pilot European metadata registry and quality processing infrastructure will be developed describing educational resources available in regional or national repositories. The project will take into account existing national systems and infrastructures available in European schools.

Agreement on meta-data, common vocabularies, thesauri, quality selection criteria, data-interoperability, and search functionalities will be established.

dafleumi@netdays.org.il *Cultural Heritage Applications* ישראל: מקש לקידום יישומי תקשורת מחשבים *IST-1999-11781*

ETB

Building on the results of past projects:

- ***EUN MM1010 search engine from DESIRE and the COMBINE harvesting robot***
- ***Z30.50 information retrieval protocol and GILS profile***
- ***extensions of Dublin Core semantics and RDF/XML name space and data model***
- ***improved meta-data tools from the Nordic Meta-data Creator***
- ***the integration performed within The European Links Treasury (ELT) of the EUC project***
- ***European Educational Thesaurus, ORTELIUS, CEDEFOP and the Thesaurus for the Social Sciences***

dafleumi@netdays.org.il *Cultural Heritage Applications* ישראל: מקש לקידום יישומי תקשורת מחשבים *IST-1999-11781*

ETB

Consortium:

- ***S - Swedish Ministry of Education & Science (Bruxelles office is co-ordinator), Lund Universitet***
- ***I - Biblioteca di documentazione Pedagogica, Joint Research Centre (European Commission), Consiglio Nationale delle Ricerche***
- ***DK - Danish Computing Centre (UNI-C)***
- ***D - Institut fur Film und Bild GmbH, InformationsZentrum Socialwissenschaftlicher Institute, Humboldt Universitaet zu Berlin***
- ***E- Fundacion Universidad Empressa***
- ***IL - MAKASH***
- ***GR - Lambrakis Research Foundation***

dafleumi@netdays.org.il *Cultural Heritage Applications* ישראל: מקש לקידום יישומי תקשורת מחשבים *IST-1999-11781*

ETB

Milestones and Results:

- *the creation of a decentralised technical architecture and a set of tools to harmonise the representation of educational resources and services*
- *templates for the description of education resources, for authoring new content and for the presentation of search results*
- *European Schools Multilingual Encyclopaedia*
- *guidelines and CEN standards for data model formats, thesauri and quality management processes*
- *web site, promotional material, regular newsletters, software library and virtual and physical workshops*

dafleumi@netdays.org.il *Cultural Heritage Applications* ישראל: מקש לקידום יישומי תקשורת מחשבים *IST-1999-11781*

ETB

Potential Benefits:

- a decentralised system for information which is classified, structured and presented according to uniform and accepted data models
- consistent interchangeable uniform descriptors and quality management processes in repositories of education content
- not only improved access to educational resources but also an information space for the exchange of materials, products, services and best practice in the field of educational content

ETB

Administrative details:

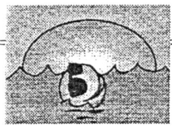
- total cost: 2,709,372 euro
- EC contribution: 1,798,768 euro
- total effort: 336 person months
- number of principal contractors:11
- number of associated contractors: 1
- start date: early 2000
- project duration: 26 months
- project officer: Ian Pigott

ETB

Project Manager:
Mr. Mariano Sanz Prieto
Swedish Ministry of Education and Science
EUN office
Avenue des Pleiaides 11
B-1200
Bruxelles, Belgium
- phone: +332 7671574
- fax: +332 7671585
- email: marianosanz@eun.org

Netdays Europe in Israel

http://netdays.org.il



Directorate for Science and Technology, Ministry of Education

MAKASH – ICT in Education

Netd@ys Europe '99

- Promoting the use of new media including the Internet for teaching, learning and discovery

- Platform to share and exchange experiences and new pedagogical content

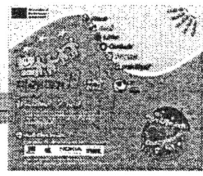
- Kaleidoscope of fascinating and interactive projects in education and culture, showcased during the Netd@ys week from 13 to 21 November 1999

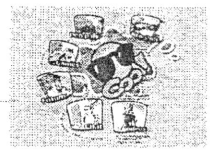
Ministry of Education – Directorate for Science and Technology
MAKASH – ICT in Education: Advancing the Society in Israel
http://netdays.org.il

The Changing Role of Teachers and Trainers

« In the hands of innovative teachers, the Web can play a prominent role in developing skills such as critical thinking, problem-solving, written communication and the ability to work collaboratively »

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http://netdays.org.il





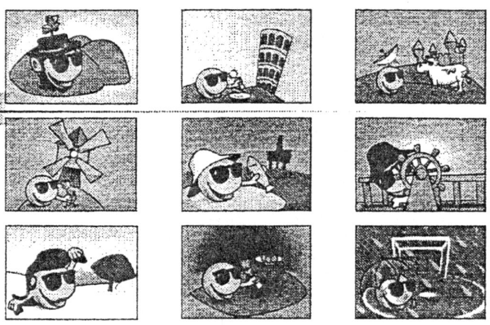
- 624 registered projects on www.netdays99.org from 35 countries

- ISRAEL: 109 registered projects !

- 136 countries involved in one way or another

- 150.000 organisations involved

Ministry of Education – Directorate for Science and Technology
MAKASH – ICT in Education: Advancing the Society in Israel



Australia, Austria, Belgium, Canada, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Israel, Italy, Japan, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, UK and USA...

Ministry of Education – Directorate for Science and Technology
MAKASH – ICT in Education: Advancing the Society in Israel
http://netdays.org.il

Netdays Europe in Israel

- National site for Israel
  - http://netdays.org.il
- Hotline and support for schools and educational institutions
- Survey of Exemplary ICT Educational Projects in Israel
- Judy Harris Categories
- Registration of projects
- Helping find partners

Ministry of Education – Directorate for Science and Technology
MAKASH – ICT in Education: Advancing the Society in Israel
http://netdays.org.il

Netdays Europe in Israel

Sponsorships

- Directorate for Science and Technology, Ministry of Education
  - http://www.education.gov.il/scitech
- Israel Internet Association (ISOC-IL)
  - http://www.isoc.org.il
- Microsoft Israel
  - http://www.microsoft.com/israel

Netd@ys Europe 2000 (20 to 27 November)

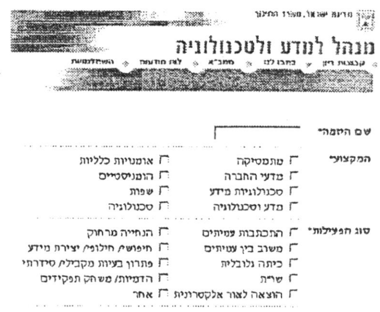
Priority objectives

- Citizenship
- Equality of Opportunities
- European Cultural Diversity and Identity
- Education and Training for Improving Digital Literacy

How to participate?

- Visit the site and learn from examples
- Plan a project
- Use the site to find partners
- Include an interactive component
- Plan awareness activities for the Netdays week
- Register your project

http://www.education.gov.il/scitech/tofes.htm



http://netdays.org.il/jharris/jh.htm



Interpersonal Exchange

Below are many examples of curriculum-based projects designed using Interpersonal Exchange activity structures.

The websites mentioned in Judi Harris's *Virtual Architecture* are marked with a book icon.

1. Keypals
2. Global Classrooms
3. Electronic Appearances
4. Telementoring
5. Question-and-Answer Activities
6. Impersonations

Other Works Cited

Information Collection and Analysis

Below are many examples of curriculum-based projects designed using Information Collection and Analysis activity structures.

The websites mentioned in Judi Harris's *Virtual Architecture* are marked with a book icon:

7. Information Exchanges
8. Database Creation
9. Electronic Publishing
10. Telefieldtrips
11. Pooled Data Analysis
Other Works Cited

Ministry of Education – Directorate for Science and Technology
MAKASH – ICT in Education: Advancing the Society in Israel
http://netdays.org.il

Problem Solving

Below are many examples of curriculum-based projects designed using Problem Solving activity structures.

The websites mentioned in Judi Harris's *Virtual Architecture* are marked with a book icon:

12. Information Searches
13. Peer Feedback Activities
14. Parallel Problem Solving
15. Sequential Creations
16. Telepresent Problem Solving
17. Simulations
18. Social Action Projects

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http://netdays.org.il

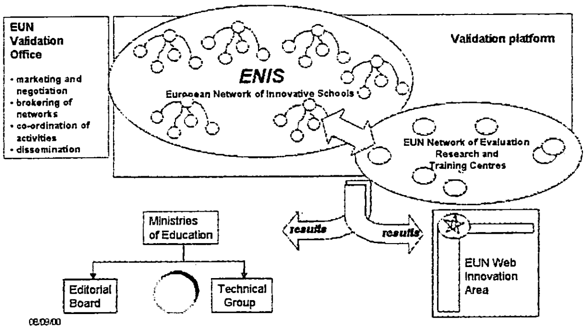


Israel National Page
dafleumi@netdays.org.il
http://netdays.org.il
European Commission
Directorate-General for Education and Culture
netdays@cec.eu.int
http://www.netdays2000.org

Ministry of Education – Directorate for Science and Technology
MAKASH – ICT in Education: Advancing the Society in Israel
http://netdays.org.il

European Schoolnet

How the platform might work



08/09/00

European Schoolnet

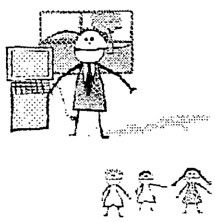
Validation Methodology

- Will be developed by MENON, together with IRT Net
  - disseminated to schools on training workshops organised by ENIS liaisons, ValNet Office and PLS
- Main objects of validation will be
  - learning materials
  - learning related services
  - processes (learning, design, implementation...)

08/09/00

European Schoolnet

Validation Methodology



- Main perspectives for validation
  - learning
  - pedagogy
  - schools
  - technology
  - economics

08/09/00

European Schoolnet

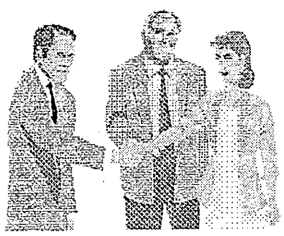
WP 2 Resources

- ENIS Liaisons = subcontracting 10.000 Euro / year (starting January 2001)
- 2 national ENIS workshops during 24 months
- 3 international ENIS liaisons meetings / year

08/09/00

European Schoolnet

WP 5 Resources



2 meetings / year for
- Steering Committee
- Editorial Board
- Technical Network

08/09/00

European Schoolnet

National Responsibilities

- Organise training workshops for schools (together with ValNet Office and IRT Network)
- Support schools in validation activities
- Identify new ENIS schools
- Identify national research centres for the IRT Network

08/09/00

European Schoolnet

Rewards for schools



- Training in validation methodology
- Participation in front edge research projects
- Financial rewards
- Contacts with national research centres in the IRT Network

08/09/00

European Schoolnet

Timetable for ValNet

Year 2000

• 1 July	ValNet Office operational
• 1 Sept	Official start of project
• 26-27Sept	Kick-Off Meeting for ENIS liaisons, IRT Network
• Nov-Dec	8 national workshops

08/09/00

Roussou 1991, 1994 and 1997, *Ethnicity and Class among Greek-Cypriots in Britain*, Anthias 1983, 1989, 1995 and 1996, *Greeks in the USA* by Moskos 1989, Solomos 1993 and 1996, *Ethnic Food: Greek Luncheon Wagons in Baltimore by H. Tangires, 1997* etc.). No comparative study bringing together the experiences of two or more 'Anglophone' Greek Diaspora Communities (to group up all the Greeks in the so-called English - Speaking countries first) has been published yet.

b) The study:

Collaboration with the local branches of the Greek Diaspora Studies centres in the above countries (contacts already established for 4 years). In discussing issues of ethnicity and identity, we will take here only one example illustrating the need for phase one fieldwork of the proposed research. (i) 'Greek-Cypriot identity' (already a dual identity within the Hellenic world) in the UK is 'negotiated or initiated' at home first and then further reinforced in Greek community neighbourhood settings. Thus the Greek language and culture is first offered in mother tongue familial surroundings (grandparents, parents – only in some cases of second and fewer amongst the third generation (Roussou 1984, Anthias 1990, Georgiou 1992), visiting relatives from the mother country, telephone and fax communication, the London Greek Radio (LGR)(8) , satellite television and lately 'the internet through the family computer'). It is also strengthened by events taking place in more formal settings e.g. the use of the Greek language in Church liturgies, religious and national ceremonies and at the Greek school; furthermore, language classes in British state schools are today offered in the context of developing multicultural curricula and are further reinforcing Greekness in more ways than one. (ii) Multicultural and "Greek only" festivals - usually based around a Greek Orthodox Church - are important venues where second and subsequent generations of youngsters become 'willing' participants. 'I go to the Greek church' is what most diasporic Greeks of different ages say; rather than use-up the term: the 'orthodox church')(iii) Consumption of 'ethnic' food and music alongside the 'international' goods i.e. the phenomena of 'hamburger and mousakka' or 'hot-dog and dolmades' menus in the same dish, or the "Hadjimike" phenomenon amongst repatriated Greek- Cypriot youth from London (9), who enjoy singing groups and radio shows with Greek lyrics and international 'rap' music (10), marrying their two or three musical traditions has an effect on the growing self of a Greek origin European, Australian, American and African.Events of a hybrid nature coincide in the meeting venues (of both Diaspora youth in their host countries and of repatriated youth from Australia, South Africa and the UK, i.e. in Nicosia, Cyprus, or in Athens) with the other cultural poles of attraction. The study will explore the following issues:

1. How these young people experience today, two years before the new millenium, their 'Greekness' and their 'Englishness' alongside their citizenship as Americans, British, Australians or South Africans? Are these opposing or complementary elements in a Diaspora Greek's growing self?
2. How does their 'English'/British identity (in the case of UK based Greek Diaspora youths) affect their 'Global/transnational' Greek identity (12) and how is it affected by the strong global youth culture?
3. How does their European identity develop?
4. How aware are they of the fact that they belong to a transnational Greek community of about 8 million Greeks outside Greece.
5. By the end of the project participants should have involved themselves in various conferencing activities: a) communicated in CMC with other youth and with their moderators and have reported to the 'Centre' as well, about: -Youth music festivals or any other music oriented activity they considered important for them - Oral History interviews (migrants of first generation) elders in their families or in their local communities; the aim for this activity is presented by the moderator as one important contribution participants can make to their family, their community and this project in helping to create the first "Global Internet Museum of the Greek Diaspora"

Thus, the use of the Greek and /or English language/s to communicate with other young Greeks (for the purpose of the local collections) will have generated a wealth of linguistic, sociological, educational and anthropological data for the researchers to work on for some time. The assumption "Europe is the new challenge for Us and Them!" will also be explored.

Expected Outcomes.

1. An interactive WEB PAGE and a Multimedia – CD ROM HERMES using Director 6
2. **'First Class' Conferencing materials CMC** (Discussion group data on international or ethnic youth music, ? Food? Text? Fashion? Images?)
3. Publications: Crossing Linguistic and Cultural Boundaries: young people's perceptions of 'self and other' in diasporic contexts/ Textual analyses of 'oral-mode' written internet chat'.

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Who EU Mandate Following BSO - Bith[illegible]

ALEXANDRIA

2006. EUMEDIS

2007. BIBLIOTHECA

ANNA LINDH

השתתפות בכנס EUMEDIS – דב וינר

Final EUMEDIS International Conference: Closing the Digital Gap in the Mediterranean Region

Bibliotheca Alexandrina, Alexandria, Egypt, 11-12 June 2006

תוצאות בולטות עקב מהשתתפות בכנס

1. הקונסול הכללי של ישראל באלכסנדריה, אלי אנטבי, יזם פגישה עם Bernard M. Salomé הנציג המיוחד של מנהל ה- Bibliotheca Alexandrina . הוסכם לנקוט במהלכים לביקור של משלחת של הספרייה הלאומית מישראל ב- Bibliotheca Alexandrina . הדבר עומד על סדר היום של הפגישה שאמורה להתקיים בקרוב בין הנהלת הספרייה הלאומית והנהלת קשתו״ם.

2. נוצר קשר טוב עם Prof. Dr. Giuseppe Tritto, MD נשיא בפועל של ה- WABT World Academy of Biomedical Technologies ונשיא של BioMiNT גופים של- UNESCO. טריטו העיר שבעקבות חזרתם של האמריקאים לפעילות באונסקו ראוי שישראל תקבל ביטוי מתאים בפעילות הארגון. ב- EUMEDIS הם מעוניינים במיוחד במיזם Avicenna ללימוד מבוזר הזוכה לתמיכה של משרד החוץ הצרפתי וכן ב- EMISPHER להכשרה רפואית היוזם כעת הקמת בית חולים וירטואלי בים התיכון. הוסכם עם פרופ׳ טריטו על עריכת סמינר בישראל להקמת ה- Israel Chapter של ה- WABT . הסמינר מתוכנן לתחילת אוקטובר 2006.

3. הנציבות הכריזה על תכנית המתגבשת ושתיפתח ב- 2007 המיועדת לשיתוף פעולה בין מדינות הים התיכון ואזורי פיתוח של אירופה הים התיכונית הנהנים מ Structural Funds (ENPI-CBC) . ניכרת פעילות רבה של משתתפים בכנס ובמיזמים של EUMEDIS להערכות לגיבוש קבוצות שיגישו הצעות ב- 2007 בתחומי יישומים של טכנולוגיות חברת המידע בתרבות ותיירות, חינוך המבוזר, שירותי הבריאות, קידום מפעלים קטנים ובינוניים ועוד.

ההזמנה

אני ריכזתי את ה- EUMEDIS Focal Point (FP) בישראל במסגרת חוזה עם הנציבות האירופאית בין מאי 2000 למאי 2003. לאחר מכן בתיאום עם האירופיים המשכתי לשמש כאיש קשר למיזם. ה- FP פעל במסגרת ISERD (בהנהלת מרסל שאטון) על פי יוזמת משרד החוץ. ההזמנה לכנס הנוכחי נעשה עקב פעילות משולבת של פנינה אל-על מקשתו״ם וההתערבות פעילה של שגרירות ה- EC בישראל (Ambra Longati, Political Attache and Gianmatteo Arena, Head of Operations)

EUMEDIS

פרטים על תכנית EUMEDIS ועל המיזמים השונים שפותחו במסגרתו ניתן לקבל באתר: http://www.eumedis.net/en/ פרטים על הכנס ניתן לקבל באתר: http://www.eumedisconference.org

EUMEDIS הנה תכנית במסגרת תהליך ברצלונה שהופעלה על ידי הנציבות האירופית. יעדיה לקדם תהליכים שיובילו ליצירת חברת מידע במדינות אגן הים התיכון. לפני השקת התכנית, ב- 1999 , התקיימו מספר רב של סדנאות וכנסים, החל מועידת רומא על חברת המידע בים התיכון (יוני 1996).

ל- EUMEDIS הוגדרו מספר אפיקי פעולה: (1) סיוע למדינות האזור בתחום ההסדרה של הטלקומוניקציה במטרה לסייע לפתיחת השווקים, הגברת התחרות וההפרטה (2) חיבור הרשתות האקדמיות של מדינות הים התיכון לרשת האקדמית האירופאית (EuroMedConnect) (3) הקמת מוקדים לאומיים (EUMEDIS Focal Points) לסיוע למשתפים ב- EUMEDIS ובכדי להפיץ את התוצאות (4) מימון למיזמים הדגמה בחמישה תחומים – בריאות; חינוך והוראה מרחוק; תיירות ותרבות; חדשנות ויזמות עסקית של חברות קטנות ובינוניות; קידום המו״פ היישומי והתעשייתי.

מטרת הכנס היה לסיים התכנית תוך הצגת ההישגים והקשיים שהיו מנת חלקה. כמו כן הנציבות האירופאית הציגה את הכלים החדשים, במסגרת מדיניות ה- European Neighborhood Policy לשיתוף עם מדינות אגן הים התיכון.

הכנס הורכב ממושבי מליאה לפתיחה והצגת המיזמים המוצלחים; מושבים מקבילים של סדנאות; ומושבי מליאה לסיום. התכנית מצורפת.

רבים מהמשתתפים הביעו בפורומים השונים ובמסדרונות תחושב תסכול עקב העובדה שהנציבות בחרה לא להמשיך ולתמוך במיזמים השונים, אפילו במוצלחים ביניהם. יוצא מן הכלל היא EUMED Connect הרשת האקדמית בים התיכון המחברת את האזור עם הרשת האקדמית המתקדמת בעולם GEANT.

קשרים אישיים

מקצה הקשרים שנוצרו או התחדשו במהלך הכנס כוללים:

Prof.Fathi Saleh, Director, CULTNAT, Egypt

Sherif M.R. Hashem, Executive Vice President of the Information Technology Industry Development Agency (was a former colleague as Egype Eumedis Focal Point)

Naguib Amin, Egyptian Antiquities Information System

Prof. Dr. Nedret Kuran Burcoglu, Yeditepe University, Turkey

Prof. Enrique Banus, Univesidad de Navarra, Monnet Chair "European Culture"

Dr. Artur Shmitt, Universidad de Granada

Magdy Bayoumy, InfoServ, Egyptian ICT Enterprise

Andrea Amato, President, Mediterranean Institute

Andre Beillard, Strabon Project Manager, Fondation Sciences de l'Homme

Arnaud Doron, French Ministry of Foreign Affairs, Archeology and Social Sciences

Andre Malbert, French Ministry of Culture, UNESCO (director of the program Information for All)

Prof. Jacques Vauthier, Senior Advisor for ICT in Higher Education, Ministry of Foreign Affairs, France

Prof.Giuseppe Tritto, WABT, Unesco

Francesco Badioli, Eumedis MDP Team Leader

Klaus Pendl, Administrator, International Relations, European Commission

Elena Sachez, Science Counsellor in the EC Delegation in Egypt

Juan Miguel Gonzales-Aranda, CSIC Spanish Council for Scientific Research

Prof. Mohamed Bettaz, Philadelphia University, Jordan (came from Algeria, studied in the Czech Republic)

מצגת

הצגתי (מצגת מצורפת) בסדנה "ICT promoting intercultural dialogue, cultural heritage and sustainable tourism". המציגים הנוספים היו Prof. Dr. Enrique Banus מנהל של ה- Jean Monnet Chair "European Culture" במרכז ללימודים אירופאים של Universidad de Navarra בספרד; Prof. Dr. Nedret Kuran-Burcoglu מ- Istambul University; ו- Naguib Amin

בדברי התיחסתי לתפקיד המרכזי שיש למצרים באזור ובהקמתן של תשתיות תקשורת אזוריות. איחלתי שאכן יצליחו לממש את הפוטנציאל של מה שהם כבר הקימו. הדגשתי בדברי התפתחויות המאפיינות השירותים שניתנים ב- Web לאחרונה בהם הדגש ניתן על פעילות חברתית סביב לתכנים שונים. הצבעתי על העושר העצום של המאגרים שהוקמו על ידי המיזם המצרי Cultnat המונהג על ידי פרופ' Fathi Selah שנכח באולם. הדגשתי שאלו הם מאגרים ראויים למדינות המתקדמות בעולם בתחום. הצבעתי על כך שמאגרים המכילים מידע וחומרים ויזואליים מקיפים לעתיקות המצריות, תרומת האיסלם למדע,

מוזיקה, ארכיטקטורה ועוד יכולים להוות בסיס לרשתות החברתיות אותן הדגמתי. בסיס גם לדיאלוג עם אירופה בה שוררת אי הבנה רבה אודות העולם הערבי והאיסלמי.

התייחסתי גם ליכולת של אומה לעשות ביקורת עצמית נוקבת (דוגמת הציוניות לגבי העם היהודי) כל הזמן שהיא יכולה באותה עת להצביע על הפרקים בהיסטוריה שלה בהם היא מתגאה.

בדיון שהתפתח ניכר שהדברים נקלטו היטב. אדגיש את הפניה של סגן המנהלת של רשות העתיקות (שומרת מצוות) שפנתה אלי אחרי ההרצאה בהערכה. האדריכל Naguib Amin שהיה בפאנל מאוד התרגש ופנה לאירופאים בשאלה למה הם לא מגלים סבלנות רבה יותר כלפי המיעוטים החיים בתוכן תוך הסתמכות על חוויותיו ב- Vancouver קנדה בה חיי מיעוט גדול של יוצאי סין מבלי שהדבר יעורר שנאה כלפיהם.

נספחים:

1. רשימת המשתתפים (274)
2. תכנית הכנס
3. מצגת במושב Promoting Intercultural Dialogue, cultural heritage and sustainable tourism

If you would like to get in contact with one of the attendees, please send an e-mail to eumedisconference@danishmanagement.dk stating the name and company of the person you would like to meet. We will then notify the person that you would like to meet him/her.

Attendees

Name	Company	Title
Abd ElMonsef, Olfat	NTRA	vice president policies&International Co-Operation
Abdalla, Fatma		Egyptologue
Abdel Bassit, Ahmed	Ministry of Communications and Information Technology	Senior International Relations Expert
Abdel Rahim, Saqer	Royal Scientific Society	Dr.
Abdel-Wahab, Mohamed	Faculty of computers and Information sciences.	Head Of Information Systems Department
AbdelWahab, yasser	Social Fund For Development	seniro manager
Abou Ghaida, Susanne	Anna Lindh Euro-Mediterranean Foundation For Dialogue Between Cultures	Education and Youth Unit
Abouadal, Nour	Networked Journeys	
Abu-Ghazaleh, Talal	Talal Abu-Ghazaleh Organization (TAGorg)	Chairman and CEO
Afify, Yasmine	Ain Shams University	
Alessandria, Simone	Softwarehouse.it	It expert, emed-tds.com project consultant
Alfonso, RUIZ DE AZUA	European Commission, AIDCO Directorate E, Thematic Support	Mr.
Al-Khraysheh, Fawwaz	Ministry of Tourism & Antiquities/Department of Antiquities	Director-General/ Department of Antiquities
Al-Labbad, Samar	Talal Abu-Ghazaleh Organization (TAGorg)	Deputy Chairman
Al-Nawawy, Ibrahim	Supreme Council of Antiquities	Archeological Senior Consultant
Altamura, Francesco	IMA	Consultant
Amato, Andrea	Istituto per il Mediterraneo	Dr.
Amin, Naguib	Egyptian Antiquities Infromation System	EAIS Team Leader
ANNE, AUBAN	UMVF	professor
Aref, Yasser	AlexMed	Specialist
Atallah, Neftis	CEDETEL	Ms
atef, nivin	Ain Shams University	Ain Shams University
Atef, Rasha	Egyptian Center for Intellectual Property	Executive Manager
Awad, Mohamed	AlexMed	Director
Awajan, Arafat	Princess Sumaya University	
Badioli, Francesco	KANTOR SA	Mr
Bakker, Hans	NATP-II	NATP-II project leader
Banús, Enrique	Universidad de Navarra	Prof. Dr.
Barakat, Dina	Egyptian Universities Network (EUN)	Assistant to the Director for operations
Barakat, Essam	AlexMed	IT specialist
Barakat, Hala	Center for documentation of Cultural and Natural Heritage	Deputy Director
barbelet, philippe	Grenoble Ecole de Management	
BATTELLO, Mario	Association TECLA	General Manager
Beillard, André	Fondation Maison des Sciences de l'Homme de Paris - STRABON	Project Manager
Belgacem, Ouafa	Kantor	Expert in support to the organisation of the Final
BENNOUNA, Amin	University Cadi Ayyad	Professor
Bertani, Emilio	European Institute of Oncology	MD
Bertrand, Fulchiron	ARENOTHEC	Consutant
BETTAZ, Mohamed	Philadelphia University	Professor
Bianco, Michele	EGF	Dr.

Boghdady, Hoda	NTI	Dr.
Bonani, Gian Paolo		Dr.
Boudagga, Mohsen	NETTUNO - Network per l'Università Ovunque	Advisor to the Director General
Boutros, Nader	PASS-TECH	Director
Brakez, Abderrahim	Université Cadi Ayyad	Prof.
Brix, Pernille	Anna Lindh Euromediterranean Foundation	
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Campisi, Fabrizio	ISMETT	
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CHASSERIAUX, Jean-Michel	CLORA	Dr.
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Noseda Pedraglio, Maurizio	Politecnico di Milano	Eng.
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Reilly, Mark	Evaluation team	
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Safwat, Dina	NTRA	Senior Program Officer
Salah, Dr. Dina	Information Technology Industry Development	Deputy Manager - IPR Office
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Q Saleh, Fathi	Centre for Documentationof Cultural &Natural Heritage(CULTNAT)	Director
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Salem, Mohamed	Information Technology Institute	Dr.
Saliola, Roberto	Sviluppo Italia SpA	
Sami, Nezar	ENSTINET	Manager, Computer Support Dept.
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Sarrouh, TE	UNDP	Senior Advisor
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sedik, Wessam	NTRA	Regulatory Policy Manager
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Shafik, Ali A.	Menoufia University	Professor
Shaheen, Samir	Cairo University	Dean
SHARAF EL-DIN,	National Institute of Neuromotor System	

Hatem		
Sharawy, Wael	MCIT	Marekting Coordinate
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Sheikhalard, Talal	Syrian Virtual University	International Relations Director
SIRAJ, Ahmed	Université Hassan II Mohammedia	Professeur - coordinateur projet Network Jorneys
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Soliman, Taysir	Ain Shams University	Dr.
Sourour, Essam	Ministry of Communications and Information Technology	Public Relations Manager
Spanio, Francesco	IMO International Maritime Academy	Adm.
Sultan, Radwa	British Consulate General	Trade & Investment Assistant
Tanouti, Boumediene	Université Cadi Ayyad	Prof.
TERZAKI, Soraya	GOTHI	
Tewfik, Nevine	Ministry of Communications and Information Technology	European Cooperation Dept Manger
TRITTO, Giuseppe	WABT - UNESCO	Professor
Troiani, Luigi	Euro-Med TDS	secretary general and emed-tds.com
TZALAS, HARRY	HELLENIC INST. NAUTICAL TRADITION	PRESIDENT
van de Velde, Antonia	Qwentes	
Vauthier, Jacques	UNESCO	Professor
Vernicos, Nicolaos	Aegean University	Prof.
volpi, carlo	cospe	dr
Wagner, Fabrice	KANTOR/LRDP	Web and IT expert
Winer, Dov (Bernardo)	Israel National Library	Mr.
Wittig, Thies	IT Consult GmbH	Dr
Yates, John	Planet SA	Mr
Zaki, Zeinab	MCIT	Minister's Advisor for Business Development
Zammit, Marjes	University of Malta	Ms.
ZERGUINI, Taha Houssine	Université de la formation continue	Professor
zien elabedeen, omar	Alexandria University	mr
Zuffi, Silvia	ITC-CNR	

Total Count: 277

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EUROPEAID
CO-OPERATION OFFICE

Arab Republic of Egypt
Ministry of Communications and Information Technology

AGENDA

FINAL EUMEDIS CONFERENCE: "Closing the digital gap in the Mediterranean region"

Under the auspices of the Ministry of Communications and Information Technology

Bibliotheca Alexandrina, Alexandria, Egypt
10 – 12 June 2006

Time	Saturday 10 June
Afternoon	**Arrivals check in** **Preparation of the Exhibition** **Partners meeting**
20:00 – 22:00	**Introductory address** (BA Main Entrance) **Taher Khalifa,** Bibliotheca Alexandrina ***Welcome Cocktail and introduction to Egyptian Cultural Heritage* by Mr. Christian Leblanc, Mr. J.Y. Empereur and Dr. Mohamed Saleh**

Time	Sunday 11 June
9:30 – 13:30	**MORNING** (Great Hall, BA Conference Center) **Opening Session**
9:30 – 9:45	**Introductory Speech** **By H.E. Dr. Klaus Ebermann,** Ambassador and Head of Delegation of the European Commission in Egypt
9:45 – 10:15	**Key Note Address** **By H.E. Dr. Tarek Kamel,** Minister of Communications and Information Technology, Egypt
10:15 – 10:30	**Presentation** ***"The EC policy for the development of ICT"*** **Mr. Ulf Dahlsten,** Director "Emerging Technologies and Infrastructures" DG INFSO, European Commission
10:30 – 11:00	**Presentation** **Dr. Fathi Saleh,** Director, CULTNAT, Egypt
11.00 – 11:30	**Coffee Break**
11:00 – 11:30	**Press Conference and TV interviews**
11:30 – 11:50	**Presentation** ***"Closing the digital gap: Dream or Reality? Needs and Options"*** **Mr. Abu-Ghazaleh,** Chairman and Chief Executive Officer, The Talal Abu-Ghazeleh Organisation & Member, UN ICT Task Force

11:50 – 13:00	**Presentation** **EUMEDIS ACHIEVEMENTS AND SUCCESS STORIES** ***"EUMEDIS programme overall experience"*** **EUMEDIS Final Evaluation Team** ***"EUMEDIS success stories with partners from the region":*** **EMPHIS,** Ms. Martina Gliber (France) and Dr. Soraya Terzaki (Egypt) **STRABON,** Mr. Jean Luc Lory (France) and Mr. Abdelhay Mzoughi (Tunisia) **EMEDTEXNET,** Mr. Guy Lavenant (France) and Eman Goweily (Egypt) **MEDNET'U,** Prof. Maria Amata Garito (Italy) and Abderrahim Brakez (Morocco) **EMISPHER,** Dr. Georgi Graschew (Germany) and Dr. Theodoros Kyprianou (Cyprus) **EUMEDCONNECT**, Mr. John Chevers (UK) **Time for discussion**
13:00 – 14:00	**Standing lunch and visit to the exhibition** **'Meeting' facility open** Served at the Greco-Roman Restaurant and BA Terrace, BA Conference Center
14:00 – 17:00	**Afternoon** **4 Parallel Workshops** **Workshop 1** (Middle Hall, BA Conference Center) ***"ICT promoting intercultural dialogue, cultural heritage and sustainable tourism"*** - Towards new comprehension and cooperation twinning tourism and culture: ICT tools as a new asset for the Mediterranean offer - Intercultural Dialogue: can ICT tools provide new sources for dialogue and comprehension in the region? - Why ICT help to promote the respect for the cultural heritage? **Moderator:** **Mr. Francesco Badioli,** MDP Team Leader **Guest Speakers:** **Enrique Banús,** Universidad de Navarra, Spain **Nedret Kuran-Burkoglu,** University of Istanbul, Turkey **Dov Winer,** Tel Aviv University, Israel **Workshop 2** (2nd Floor Meeting Hall, BA Conference Center) ***"Transfer of know How and Creation of New Skills: is the use of ICT tools the most efficient solution?"*** - Distance Learning and new goals for education in the Mediterranean Region - Are there common benchmarks that should be used to assess efficiency / effectiveness? - The EUMEDIS experience in offering new services for final users / clients - Sharing and learning with partners from MEDA region and EU for quality education and reforms. - ICT tools to increase employability and foster innovation.

Moderator:
Dr. Gian Paolo Bonani, MDP Team, Education Sectorial Expert

Guest Speakers:
Mr. Hans-Peter Gebhardt, European Commission, DG INFSO
Dr. Georgi Graschew, Charite Hospital, Germany
Prof. Maria Amata Garito, Rome University, Italy
Mr. Yasser Kazem, Director of E-Learning Competence Center, Egypt
Ms. Ulrike Damyanovic, European Training Foundation, Italy

Workshop 3 (Fourth Floating Room, Main Library)
"Intellectual property rights and ICT Tools: opportunities and threats / Constraints and solutions"

- Will Intellectual property rights protect or hinder IT tools development?
- Does IT environment mean an enlarged space for the IPR's?
- Is there the risk that some potentially useful developments are hindered by excessive defence of IPR's?
- How do IPR's feel / work in an open sources / free software environments as the ones promoted by EC?
- Practical solutions to the issues of intellectual property rights to improve projects' outputs exploitation

Moderator:
Mr. Daniel Malbert, French Ministry of Culture/ UNESCO

Guest Speakers:
Dr. Sherif Hashem, Executive Vice President, Information Technology Industry Development Agency, Egypt
Mr. Phillipe Chevet, Maison Science de l'Homme, France
Mr. Michel Gyory, University of Liege, Belgium

Workshop 4 (Third Floating Room, Main Library)
"Partnership with Private Investors: opportunities for EUMEDIS partners"

- New applications tested ready for the market
- Increasing local Competitiveness: ICT and the global market
- Use of ICT tools to access new markets
- Some case stories from the Mediterranean region
- Promotion of SME creation, innovation and quality management

Moderator:
Mrs. Annegrete Lausten, MDP Team, E-Commerce and SMEs Sectorial Expert

Guest Speakers:
Mr. Thies Wittig, IT-Consult, Germany
Prof. Luigi Troiani, CONFCOMMERCIO, Italy
Mr. Guy Lavenant, Chambre de Commerce, France
Prof. Giuseppe Tritto, UNESCO NGO, France

17:30 – 19:30	**Meeting facility open – visit to exhibition**
18:00 – 18:30	**Meeting with Leading partners from Pilot Projects**
19:00	**Transfer from Bibliotheca Alexandrian to hotels**
20:30	**Transfer from Sheraton and Marriott Hotels to Palestine Hotel for the Gala Dinner**
21:00	**Gala Dinner at Palestine Hotel**

Time	Monday 12 June
9:30 – 12:30	**MORNING** **Plenary session** (Great Hall, BA Conference Center)
09:30 – 10:30	**Civil society & New Technologies: ICT applications improving everyday life / participation / ownership** ***"Civil Society Participation in the Era of internet: Increased ownership or wider marginalization?"*** ***ICT tools as instruments for social and economic growth*** **Dr. Mohab Hallouda**, Executive Manager, ICT Trust Fund, Egypt ***"Economic growth and social development: an increasing role for the ICT tools and operators in the region"*** **Ms. Karima Hachadi,** paper by **Dr. Laura Garcia**, Director of the European Network of Digital Cities, France ***"The post EUMEDIS MEDA environment in ICT. New actors, new environments"*** Future opportunities for ICT projects within the EU's new Research Framework Programme (FP7) **Mr. Klaus Pendl**, DG INFSO, European Commission ***"The regulatory challenge and Media Convergence in the future development of ICT"*** **Dr. Olfat Abd El Monsef**, Vice President – Policies & International Cooperation, National Telecom Regulatory Authority, Egypt
10:30 – 11:00	**Coffee Break**
11:00 – 12:30	**Plenary session** ***Presentation of the Conclusions from Each of the Workshops*** **Time for discussion**
12:30 – 13:00	**Conference conclusions** ***Conclusions and Recommendations on Future Actions in the ICT Sector for the Region*** **Mr. Christophe Masson,** Delegation of the European Commission in Egypt **Mr. Francesco Badioli,** EUMEDIS MDP Team Leader
13:00 – 13:15	**Group Picture**
13:15 – 14:30	**Buffet Lunch** Served at the Greco-Roman Restaurant and BA Terrace
14:30 – 15:30	**Optional tour: Guided visit of the Bibliotheca Alexandrina**
Afternoon	**Departure & Transfer to Hotels**

CATANIA

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20 אפריל 2006

לכ'

פנינה אל-על
סגנית מנהלת המחלקה לש"פ תרבותי ומדעי
האגף לקשרי תרבות ומדע
פקס: 02 5303303
pninae@mofa.gov.il

שלום רב,

הנדון: דו"ח השתתפות בכנס: "The Mediterranean's Archives: connecting 3 continents" Catania (Italy), 3/5 March 2006

על פי המלצתכם הוזמנתי על ידי השגרירות האיטלקית ליטול חלק בכנס שבנדון.

מטרת הכנס להשיק את היוזמה להקמת ארכיון מולטימדיה על ההיסטוריה והתרבות של הים התיכון - ASMM. היוזמה תחילתה ב- 2003 כשהוקצה לארכיון הלאומי האיטלקי שבקטניה, בהנהלתו של Aldo Sparti סכום של 7 מיליו אירו לשם הקמת הארכיון. הסכום הוקצה מתקציבי הפיתוח של ממשלת איטליה http://www.cipecomitato.it/ML_Cipe.asp (Interministerial Committee for Economic Programmes) בעקבות פעולותיו של Hon. Nicola Bono סגן שר התרבות. האזור הבחירה של Bono הוא סיציליה מטעמה הוא מכהן בבית הנבחרים מאז 1994 .

הדוברים השונים בכנס ציינו העבודה המפרכת שהיו צריכים להשקיע בהכנת המכרז ושיפוטו. הדבר הסתיים רק בדצמבר 2005 . מאז הם פעלו במרץ בכדי להכין את הכנס להכרזה על הקמת הארכיון ולגיוס של המדינות הים התיכון כשותפות במיזם.

מטרת המיזם בשלב הראשון היא לרכז את כל התיעוד הזמין אודות הים התיכון משנת 1,000 עד שנת 1492 וכן כל הקרטוגרפיה העתיקה עד שנת 1700 . ההתחלה תכלול 200 אלף תמונות ברזולוציה גבוהה וכן כ- 60 אלף רשימות.

המיזם מתעתד להפוך לנגישים הנכסים התרבותיים של כל העמים של הים התיכון שהיו שותפים לאורך ההיסטוריה למורשת תרבותית וגיאוגרפית משותפת.

החברה שזכתה במכרז היא Engineering – Ingegneria Informatica שזכתה לאחרונה, בשיתוף עם משרד התרבות האיטלקי, למיזם גדול ממומן על ידי הנציבות האירופאית, Bricks . מתאם מיזם במחברה הוא Francesco Nucci שם משמש כמתאם של Bricks . Francesco הביע עניין בכך ש- Bricks יערוך סדנה בכנס ירושלים לדיגיטציה של המורשת התרבותית (השלישי) שיתקיים ב- 14-15 בנובמבר (EVA/MINERVA)

יומו הראשון הכנס התקיים בקטניה באולם של אוניברסיטת קטניה; ביום השני הכנס נדד לעיירה בשם Noto שהיא אזור הבחירה של Hon. Nicola Bono ; רוב הזמן ביום השני הוקדש לסיור בעיירה ולארוחת הצהריים באתר אירוח כפרי. היה נראה חשוב במיוחד ל- Bono להסתובב עם האורחים בעיירה ולברך מכרים.

השתתפו בכנס נציבים של 23 מדינות; המרצים שהוזמנו במיוחד שהבולטים שבהם היו Prof. Henri Bresc ופרופ' Jeremy Johns . פרופ' Bresc הוא מומחה להיסטורה של יהודי סיציליה וספרו הראשי בתחום הוא Arabes de langue, Juifs de Religion שפורסם בשנת 2001 . כששוחחתי איתו על הספר הוא הביע מיוזמתו צער על השם שבחר ואמר שלא היה במקומו; באותה הזדמנות נתן לי מאמר שפרסם לאחרונה על התפקידים הפוליטיים של היהודים בסיציליה. Prof. Johns הוא מנהל מרכז חלילי לחקר האומנות והתרבות החומרית של המזרח התיכון באוניברסיטת אוקספורד. המרכז הוקם על ידי יהודי פרסי בשם פרופ' נאסר חלילי שהוא בעל האוסף הגדול ביותר של אומנות איסלמית (עם יותר מ- 25,000 פריטים). בשיחה עם פרופ' Johns הסכמנו שהדרך הטובה ביותר לקדם יוזמת ה- ASMM היא באימוץ ארכיטקטורה מעורבת

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– עם היבטים של ביזור וריכוז גם יחד. הספריות, ארכיונים ומוזיאונים באזור נמצאים בשלבים שונים של התפתחות. אלה שכבר ערכו מיזמי דיגיטציה רחבים יוכלו לתרום ל- ASMM רק במידה ולא יצרכו, פיזית, להעביר את נכסיהם לארכיון המתוכנן. טכנולוגיות חדשות התומכות בגישה מבוזרת אכן יכולות לאפשר הדבר. מדינות בשלבים ראשוניים של דיגיטציה יתכן וירצו להנות מהידע והתמיכה של הארכיון ה- ASMM לדיגיטציה של נכסיהם שאז יאוחסנו ב- ASMM עצמו והעתים מהנכסים ימסרו למוסדות המשתפות פעולה.

בנספח רשימת המשתתפים מחו"ל. הוספתי לרשימה שהתקבלה מהמארגנים גם כתובות וקישורים לאתרים של מקצת המשתתפים איתם קיימתי קשר כלשהו במהלך הכנס.

בדיון במליאה ביום הראשון הוצג מטרות המיזם וכן ניתנו הסברים בתשובה לשאלות המשתתפים. ניתנה לי הזדמנות לדבר במליאה (באיטלקית); בדברי התייחסתי לעובדה שאיטליה באמצעות משרד התרבות שלה מובילה בהצלחה רבה, בשלוש השנים האחרונות, את מיזם MINERVA במסגרת אירופאית. הבעתי את בטחוני שבאותה מידה שאיטליה ידע להוביל גיבוש של מדיניות כלל אירופאית בתחום הדיגיטציה של נכסי תרבות הם ידעו, ובוודאי אנשי סיציליה, להוביל את התהליך הנדרש להקמת ה- ASMM . דברי התקבלו מאוד יפה, הן על ידי Rossella Caffo המובילה את MINERVA והן על ידי Dott. Maurizio Fallace, המנהל הכללי של הארכיונים האיטלקים, שביקש שנשמור על קשר להמשך שיתוף פעולה.

בין האנשים איתם הייתי בקשר בכנס אציין שניים:

Prof. Driss Khrouz המנהל החדש של הספרייה הלאומית במרוקו; הוא הזכיר לטובה הזמנתו לכנס בארץ על ידי מכון פרס לשלום; עוקב מקרוב את מה נעשה בארץ ובמיוחד אחר האישים שבאו מרצו: דוד לוי, יהודה לנקרי, עמיר פרץ ועוד. הוא נראה כאדם מאוד משכיל ומאוד מחובר לממסד במרוקו; רצוי לשקול הזמנתו לארץ

Mons. Jose Manuel Del Rio Carrasco נציב הווטיקן במועצת אירופה ועובד בוועדת הכנסייה לנכסים תרבותיים בחו"ל. הוא נצמד אלי ביומיים הראשונים של הכנס בכל מקום. ספרדי במוצאו וטיפוס חברתי במיוחד. יש לו הרבה עניין לחזור ולבקר לארץ; הוא היה כאן בהשתלמות במשך 3 חודשים וחי בהר הזיתים. הוא הצטער שלא נטל רשות הדיבור במליאה וסיפר על תהליכי הדיגיטציה של הארכיונים הקשורים לגילוי אמריקה בספרד.

בארוחת הערב שקדמה לכנס המארגנים חלקו את **האמנה לארכיון הים התיכות Mediterranean Archive Charter** . למחרת , במסגרת מליאת הכנס, הם ביקשו מהמשתתפים להביא את האמנה לידיעת ממשלותיהם תוך בקשה שיחתמו על המסמך תוך חודשיים. המארגנים מתכננים לכנס בקרוב ועדה מדעית בכדי להמשיך ללוות את הקמת הארכיון ASMM ולערב את המדינות השונות בתהליך.

בארוחת הגאלה יותר ממחצית התכנית הוקדשה למוזיקה יהודית מזרח אירופאית. הודיתי למארגנת / מפיקה, סגן המנהלת הארכיון של קטניה Christina Grasso . שאלתי את המנצח מניין הוא הביא כל כך הרבה מוזיקה קלייזמן וגם מקהלה וסולנית באידיש. הוא ענה שאין בעיה כיוון שיש אידיש כיום בכל מקום. הוא הוסיף – האם ישראל חתמה על האמנה? לשאלתי הוא הסביר שביקשו ממנו תכנית יהודית כיוון שנואר חשוב שישראל תחתום להצלחת יוזמת הארכיון...

במסגרת הספרייה הלאומית נערך מיזם של דיגיטציה של כתבי הרמב"ם. ראי: http://jnul.huji.ac.il/dl/mss/html/rambam_l.htm לאור זאת אני מציע לשתף את הנהלת הספרייה הלאומית בתהליך אישור האמנה המוצעת וכן בליווי עתידי של המיזם.

אני מודה לך על הזמנתך להשתתף בכנס ושמח לספק נתונים נוספים וללוות את התהליך הלאה.

בברכה,

דב וינר

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מצ"ב המסמכים הבאים:

1. Aldo Sparti The Mediterranean Historic Multimedia Archive Project

Project-en.doc

2. Mediterranean Archive Charter

Carta dell'Archivio Mediterraneo_EN.doc

3. Agenda for the conference: The Mediterranean Archives, connecting 3 continents, Catania, Italy, 3/5 March 2006-04-20

Program_english.doc

4. Elenco dei Partecipanti Delle Delegazione Straniere: list of foreign participants with detail contact information for those with whom I have been in touch during the conference

Elenco_Delegazioni_estere_with_details[2].doc

Ministero per i Beni e le Attività Culturali
IL SOTTOSEGRETARIO DI STATO

Roma, 2 MAG. 2006
Prot. n. 814/us

Illustre Dr. Winer,

desidero esprimerLe il mio vivo ringraziamento per la partecipazione al convegno internazionale di presentazione dell' "Archivio Storico Multimediale del Mediterraneo", tenutosi a Catania il 4 e 5 marzo.

Il Suo intervento è stato testimonianza di sensibilità e vivo interesse nei confronti di questo ambizioso progetto, non solo strumento di cultura e di conoscenza, ma anche di reale cooperazione tra i Paesi del Mediterraneo.

Con l'augurio che il Suo Paese partecipi attivamente alle prossime fasi dell'iniziativa, colgo l'occasione per inviarLe il mio più cordiale saluto.

On. Nicola Bono

Dr. Don Winer

AMBASCIATA d'ITALIA
TEL AVIV
Tel: 972-3-5104004 Fax 972-3-5100235

MESSAGGIO FAX

Data : 10/05/2006. N° di protocollo : ....

Mittente : AMBASCIATA D'ITALIA - TEL AVIV
Dr. Andrea DE FELIP

Destinatario :
Dr. Don WINER

N° pagine : 1 +cover

Oggetto :

Riferimenti :

GLI ARCHIVI DEL MEDITERRANEO, UN PONTE FRA TRE CONTINENTI
Catania - Noto, 3-6 marzo 2006

ELENCO DEI PARTECIPANTI DELLE DELEGAZIONI STRANIERE

ALBANIA	Agron Gjekmarkaj	Consulente del Ministero per il Turismo, Cultura e Sport
ALBANIA	Mark Marku	Consulente del Ministero per il Turismo, Cultura e Sport
ALBANIA	Indrit Boriçi	Direttore dell' Archivio Locale Statale di Scuttari
ALGERIA	Omar Hachi	Ricercatore
ALGERIA	Noureddine Cheriet	Bibliotecario
CROAZIA	Jozo Ivanovic	
EGITTO	Mohamed Saber Arab chairman@darelkotob.org Tel.: (202)5750620-5796992 5795149	Mr.Chairman of National Library & Archives of Egypt Direttore della Biblioteca Nazionale e degli Archivi d'Egitto http://www.darelkotob.org/english/html/ADMIN/chairman.htm http://www.darelkotob.org/ENGLISH/HTML/CONTACT.HTM http://www.darelkotob.org/ENGLISH/HTML/NATIONAL%20_ARCHIVE.HTM
FRANCIA	Christine Martella martella-c@cg84.fr archives84@cg84.fr Palais des Papes, 84000 AVIGNON Tel.: 330490861618 Fax: 330490867160	Direttore Archivi di Vaucluse http://www.cg84.fr/archives/ http://www.archivistes.org/article.php3?id_article=126 archives 35 countries
FRANCIA	Christine Martinez	Archivio di Parigi
GEORGIA	Nicholas Vacheishvili	Vice – Ministro della Ministero della Cultura
GEORGIA	Sofia Sakhanberidze	Esperto – Dipartimento per la Cultura saghanberidzes@hotmail.com – tel. +99532995006
GRECIA	Ismini Kriari	Segretaria speciale per l'istruzione dei greci all'estero
GRECIA	Eghenia Kefallineu ekef@ypepth.gr Tel.: 00302103228126	Segretaria Speciale per le Biblioteche e gli Archivi storici Found in google: State General Archives of Greece http://gak.att.sch.gr/en/archives.html
ISRAELE	Dov Winer	Progetto Minerva, Jewish Agency
LIBANO	Maya de Freige	Consigliere del Ministro per la Cultura http://www.culture.gov.lb/ http://www.culture.gov.lb/Sections/main.ASP?page=PlanDuSite

LIBANO	Toufic Yannieh **Ministère de la Culture** Immeuble Hatab Rue Madame Curie, Verdun Beyrouth, Liban Tel : 01- 744250/1/2/3/4 *Le Ministre : Tel : 01-756310/11/12 Fax : 01-756303 *Directeur Général de la Culture : Tel : 01- 756313/14 Fax : 01-756305 e-mail : omarhala_48@hotmail.com	Consigliere del Ministro per la Cultura http://www.culture.gov.lb/ http://www.culture.gov.lb/Sections/main.ASP?page=PlanDuSite
LIBIA	Ghad Abdallah Al Zarrug	Ricercatore del Centro Storico del Jihad libico
LIBIA	Mustafa Salem Abu Halfaya	Ricercatore del Centro Storico del Jihad libico
LIBIA	Adnan Abdallah Al Zarrug	Ricercatore del Centro Storico del Jihad libico
MALTA	Max Farrugia iarm093@waldonet.net.mt National Archives of Malta Santo Spirito Hospital Street Rabat, Malta RBT 12 Tel.: (356) 21459863 Fax.: (356) 21450078 customercare.archives@gov.mt	Segretario del Consiglio Nazionale per gli Archivi National Archives of Malta http://www.libraries-archives.gov.mt/nam/index.htm http://www.libraries-archives.gov.mt/nlm/archives.htm
MAROCCO	Driss Khrouz **Groupement d'études et de recherches sur la Méditerranée (GERM)** M. **Driss Khrouz** (Secrétaire Générale) Address: BP 8163, Av. Hassen II, nº466, Km2 Route de Casablanca - Maroc Tel: +212 37776062; Fax: +212 37776062 E-Mail: dkhrouz@menara.ma	Directeur de la Bibliothèque Nationale de Rabat http://www.maroc-hebdo.press.ma/MHinternet/Archives_591/html_591/gardien.html http://www.usfp.ma/article.php?t=4&id=43 http://www.euromedalex.org/MembersLisrPDF/ Moroccan%20Network%20Member%20List.pdf
MONTENEGRO	Milena Filipovic	Consulente per le relazioni culturali internazionali - Ministero per la Cultura e i Media
ROMANIA	Virgil Stefan Nitulescu	Sottosegretario di Stato alla cultura
ROMANIA	Marius Oprea	Consigliere del Gabinetto del Primo Ministro
SAN MARINO	Paolo Rondelli Via Gino Giaconini 31 47890-SAN MARINO SAN MARINO Tel. (378) 88 23 15 Fax + 378 88 28 14 E-mail: rondelli.paolo@libero.it	Coordinatore Dipartimento Affari Esteri e Politici http://www.esteri.sm/default.asp?id=2092 Director of Cultural Affairs : **Minister Plenipotentiary MARIA LEA PEDINI** Tel. 0549.882226 / 882227

DEPARTMENT OF FOREIGN AFFAIRS

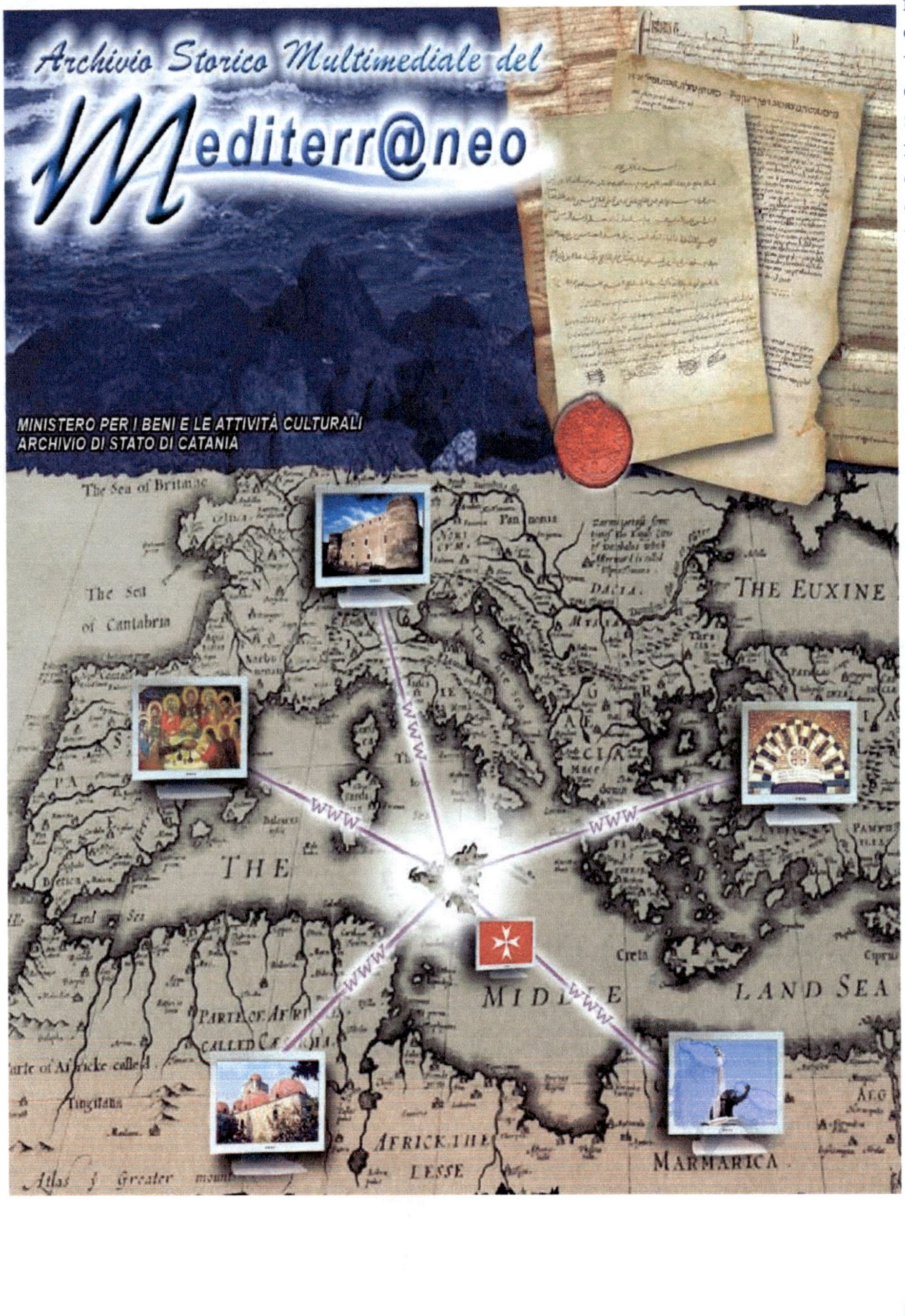
Coordinator:
PAOLO RONDELLI
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SAN MARINO	Michele Conti archivio@omniway.sm	Direttore dell'Archivio di Stato http://www.archiviodistato.sm/area/servlet/area.hic.frame.HPagEnte/qryid=MTipo=V&IdArea=2&IdEnte=4
SERBIA	Vjera Mitrovic	Direttore degli Archivi di Stato
SLOVENIA	Damjan Prelovsek	Ministero della Cultura
TUNISIA	Mohamed Chatti	Incaricato speciale del Gabinetto del Primo Ministro
TURCHIA	Yusuf Sarinay	Direttore Generale degli Archivi di Stato
TURCHIA	Necla Büyükkýrcalý **Address:** Başbakanlık Devlet Arşivleri Genel Müdürlüğü Osmanlı Arşivi Daire Başkanlığı Ticarethane Sokak No:12 34410 Sultanahmet-İSTANBUL Phone: (+90 212) 526 20 01 (direct line) (+90 212) 513 88 70-72 (switchboard 3 lines) Fax: (+90 212) 511 75 86 e-mail: devletarsivleri.gov.tr	Esperto di Archivi di Stato General Directorate of State Archives - Turkiye http://www.archimac.org/Organizations/DAGM.spml Guide on the General Directorate of State Archives http://www.devletarsivleri.gov.tr/yayin/genelmd/rehberingilizce/index.htm Dr. Yusuf SARINAY General Director
UCRAINA	Olga Kostenko	Vice - Ministro per la Cultura
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M. HENRI BRESC
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http://faculty.orinst.ox.ac.uk/staff/index2.php?member=johns



L'Archivio Storico Multimediale del Mediterraneo, quale Centro Internazionale di Ricerca e Documentazione per la Storia dei Paesi del Mediterraneo e più moderno strumento di ricerca al servizio degli studi storici, propone la rilettura della Storia del 2° Millennio attraverso la digitalizzazione dei documenti degli archivi storici della Sicilia e in progress, delle regioni italiane e dei paesi mediterranei che nei secoli hanno avuto nell'isola il centro dei propri interessi economico-politici, in un unico archivio virtuale e multimediale. Gli archivi collegati in rete, in un percorso sincronico-diacronico, ai coevi beni monumentali e a quelli storico-artistici dei musei e delle gallerie siciliani, consentiranno un'ampia comunicazione trasversale dell'informazione con apporti interdisciplinari capaci di rappresentare la "storia globale" del Mediterraneo. E' proprio la scrittura dei documenti a ricordarci il ruolo di centralità della Sicilia, la parte più araba d'Europa e quella più europea del mondo arabo, punto d'incontro tra Oriente e Occidente e tra Nord e Sud del Mediterraneo. Gli Archivi Storici della Sicilia, dunque, quali Archivi d'Europa e dei Paesi del Mediterraneo. La Sicilia ha una particolare storia. I legami con quasi tutti i popoli europei e mediterranei (fenici, greci, romani, barbari, bizantini, arabi e quelli di cui si conservano atti d'archivio: normanni, svevi, angioini, aragonesi, spagnoli, austriaci e borboni) che nell'arco dei secoli si sono fermati nell'isola han fatto sì che la sua storia fosse più quella di una nazione che si è trovata al centro delle coordinate della storia universale del Mediterraneo che non quella di una regione chiusa entro i suoi confini geografici. L'isola è divenuta nel contesto euromediterraneo u vero e proprio microcosmo in cui la coesistenza tra popoli di razza, religione e cultura diversi ha dato risultati straordinari sul piano dell'integrazione e della convivenza. Il progetto, in sintonia con la risoluzione del Consiglio dell' U.E. e con la politica culturale governativa tracciata per il semestre europeo dalla Presidenza italiana che hanno incluso la Storia nell'azione culturale della Comunità, ha anche una valenza etica perché esso può dare un contributo di pace alle genti mediterranee, poiché la conoscenza reciproca distende i rapporti e aiuta a comprendere meglio la cultura dell'altro. Il progetto può sviluppare il "turismo culturale in rete". La consultazione dell'A.S.M.M. fornirebbe in tempo reale ad un'utenza planetaria informazioni,

immagini e audiovisivi richiesti attraverso il computer grazie a linee telematiche particolari, vere e proprie autostrade dell'informatica e di internet. Tra i più grandi eventi culturali multimediali: la Biblioteca Europea di Milano e la Biblioteca Multimediale di Alessandria d'Egitto, bene si colloca in Sicilia l'Archivio Storico Multimediale del Mediterraneo in rapporto di complementarietà, ponendo la memoria scritta degli archivi come memoria universale del sapere.

Professor Nasser D. Khalili, born in Iran in 1945, is a scholar, collector and benefactor of international standing. Since 1970 he has assembled, under the auspices of The Khalili Family Trust, a number of impressive art collections. In addition to the comprehensive collection of the arts of the Islamic world, there are collections of Japanese art of the Meiji period (1868–1912), of Indian and Swedish textiles, and of Spanish damascened metalwork. Combined, The Khalili Collections comprise some 25,000 objects and these are now being researched and presented to the public in series of publications, published by The Khalili Family Trust, and exhibitions worldwide. In 1989 Professor Khalili endowed, under the auspices of The Khalili Family Trust, the Nasser D Khalili Chair of Islamic Art at the School of Oriental and African Studies (SOAS), University of London, the first chair devoted to the decorative arts of Islam to be founded at any university. He has also supported a research fellowship in Islamic Art at the University of Oxford. He is a graduate, Associate Research Professor, and Member of the Governing Body and Honorary Fellow of the SOAS. More recently The Khalili Family Trust funded the refurbishment of The Khalili Lecture Theatre at SOAS. He is also the co-founder and chairman of the Maimonides Foundation (www.maimonides-foundation.org) which promotes peace and understanding between Jews and Muslims. For more information on Professor Khalili, please contact Sue Bond Public Relations on 01359 271085, info@suebond.co.uk

D:\My Documents On D\seminars_congress\catania060306\ProfessorNasse D_Khalili.doc

Council of Europe - The Europe of Cultural Co-operation

http://www.coe.int/t/e/cultural_co-operation/heritage/ehd/Coordination/coordinators.asp

List of coordinators of the European Heritage Days (EHD)

Holy See

M. José Manuel DEL RIO CARRASCO, Fonctionnaire de la Commission Pontificale pour les Biens Culturels de l'Eglise, Piazza della Cancelleria 1, 00120 Cité du Vatican-Rome
Fax: **39 06 698 87 567
E-mail : pcbcc@pcchc.va

Monseñor José Manuel del Río Carrasco

http://redacom.misteridelx.com/ofertas.asp?idnoticia=289&idioma=2&idseccion=1
Presbítero de la Diócesis de León. Oficial en la Comisión Pontificia para los Bienes Culturales de la Iglesia del Vaticano. Licenciado en: Estudios Eclesiásticos en la Pontificia Univ. De Salamanca, Historia del Arte en la Univ. de León, Historia Eclesiástica en la Univ. Pontificia Gregoriana de Roma, Diplomado en: Archivística en la Escuela Vaticana de Paleografía, Diplomática y Archivista del Archivo Secreto del Vaticano; Arqueología Bíblica en la Casa de Santiago de Jerusalén dependiente de la Univ. Pontificia de Salamanca. Participa como experto en la Santa Sede, en el sector de Patrimonio Cultural, en las reuniones del Consejo de Europa. Coordinado de la Santa Sede de las Jornadas Europeas de Patrimonio. Profesor de la Univ. Popular Aútonoma del Estado de Puebla (México) en el Máster para Arquitectos impartido por esta Universidad mejicana.

Annotations for the report - Catania

- Dipartimento per i Beni Archivistici e Librari

  Capo del Dipartimento: Prof. Salvatore Italia

☐ **Direzione generale per gli archivi**
Direttore: dott. Maurizio Fallace

☐ **Direzione generale per i beni librari e gli istituti culturali**
Direttore: dott. Luciano Scala

Jeremy Johns

Director of the Khalili Research Centre for the Art and Material Culture of the Middle East; University Lecturer in Islamic Archaeology; Fellow of Wolfson College

jeremy.johns@orinst.ox.ac.uk

http://faculty.orinst.ox.ac.uk/staff/index2.php?member=johns

- The Monreale Survey (Sicily)
- The Faris Project (Jordan)
- The Arabic documents of Norman Sicily, a new critical edition
- The Kitab Ta'rikh Jazirat Siqilliya, a new critical edition of a Greek-Arabic chronicle of the Arab invasion and conquest of Sicily (10th-11th century)
- Medieval Islamic Views of the Cosmos: the study and publication of the Kitab Ghara'ib al-funun wa-mulah al-`uyun ("The Book of Curiosities"), a newly discoverd Arabic cosmographical treatise
- Ongoing research on various aspects of the early Islamic archaeology of the Levant and of Arab and Norman Sicily

M. HENRI BRESC

Structure(s) : UFR S.S.A.
Enseignement
Dept. HISTOIRE

Type : PROFESSEUR DES UNIVERSITES

Phone : 0140977562

Henri.Bresc@u-paris10.fr

Biography of Nicola Bono

http://www.palazzochigi.it/Governo/Biografie/sottosegretari/bono_nicola_eng.html

Born in Modica (province of Ragusa) on 9 October 1952, Nicola Bono holds a university degree in business and economics; he is a tax and commercial accountant.

Officer of Giovane Italia ("Young Italy"), Fronte della Gioventù ("Youth Front") and FUAN.

City councilman, he was chairman of the MSI-DN caucus of the city council of Avola and a member of the party Central Committee, National Directorate, and National Secretariat.

In the 10th legislature, member of Standing Committee IV, of the Board on Regional Shareholdings, and of the Special Committee on the Banking System in Sicily.

In the 11th legislature, member of Standing Committee III.

Elected Deputy in may 2001 for Siracusa.

http://www.artjob.it/asp-lavoro-bbcc/news-detail.asp?ID=422 **Sette milioni di euro per l'Archivio Storico Multimediale di Catania**

data**:** 08/03/2006 16.30.49

Rileggere il secondo millennio attraverso i documenti degli archivi storici. I nostri, innanzitutto, ma anche quelli dei paesi che si affacciano sul Mediterraneo o sul Mar Morto, resi disponibili on line e

in parte tradotti ad uso degli storici e non solo. E' l'obiettivo del centro internazionale di Catania per l'Archivio Storico Multimediale presentato a Roma dal sottosegretario ai Beni Culturali Nicola Bono. Approvato dal Mibac e finanziato dal Cipe con una tranche iniziale di 7 milioni di euro, il progetto nasce da un idea dei responsabili dell'archivio storico di Catania, promossa dal ministero dei Beni Culturali. A realizzarlo, vincitrice di una gara d'appalto, sarà un 'azienda italiana, Engineering Ingegneria Informatica, specializzata nella gestione dei Beni Culturali. L'iniziativa ha raccolto fino ad oggi l'adesione di 23 paesi, i cui rappresentanti hanno preso parte, nello scorso fine settimana a Catania e a Noto, a due giornate di convegno, durante le quali è stato discusso un protocollo di impegni comuni sui temi della collaborazione nel campo dei beni culturali e nell'archivistica storica.. Quanto alle scadenze: la prima fase, spiega il responsabile dell'Archivio Storico di Catania Aldo Sparti, prevede la schedatura, regestazione (ovvero la produzione di sintesi dei manoscritti) e la digitalizzazione dei documenti italiani a partire dall'anno mille fino al 1492 ed insieme a questi tutta la cartografia antica, fino al 1700. Si partirà, precisa, con 200 mila immagini ad alta risoluzione e 60 mila schede, che saranno fruibili entro il 2007. "Una grande operazione culturale - commenta il sottosegretario ai Beni Culturali Nicola Bono, che ha ricevuto a Catania i partecipanti dei 23 paesi - ma anche uno strumento di dialogo tra i popoli".

sito web: http://www.denaro.it/go/a/_articolo.qws?recID=231909

= = = =

http://www.sussidiario.it/notizie/ultimora/messages/10035.shtml

Presentazione del Convegno internazionale e del progetto dell'Archivio Storico Multimediale del Mediterraneo, che si terrà giovedì 2 marzo, alle ore 11,00, presso il Ministero per i Beni e le Attività Culturali, in via del Collegio Romano, 27- Salone del Ministro, II Piano

"Alla conferenza parteciperanno il Sottosegretario di Stato per i Beni e le Attività Culturali, on. Nicola Bono, il Capo Dipartimento per i Beni Archivistici e Librari, Salvatore Italia, il Direttore Generale per gli Archivi, Maurizio Fallace, il direttore dell'Archivio di Stato di Catania, Aldo Sparti".

I giorni 4 e 5 marzo, in Sicilia, ci sarà invece una conferenza internazionale, per illustrare nel dettaglio il progetto e la metodologia di lavoro intrapresa, alla presenza delle delegazioni dei Paesi del bacino del Mediterraneo. Sabato 4 marzo a Catania, presso l'Aula Magna della Facoltà di Lettere (Complesso dei Benedettini), si svolgerà la prima parte del Convegno internazionale "Gli Archivi del Mediterraneo, un ponte fra tre continenti", con l'intervento, in veste di coordinatore dei lavori, del Sottosegretario ai Beni Culturali Nicola Bono, del Sottosegretario Alfredo Mantica, in rappresentanza del Ministero degli Esteri, delle autorità cittadine e di illustri esponenti del mondo accademico nazionale e internazionale. Domenica 5 marzo i lavori continueranno presso i locali dell'Archivio di Stato di Noto (Palazzo Impellizzeri), dove verrà presentata la "Carta dell'Archivio Mediterraneo", sempre alla presenza delle delegazioni dei Paesi del bacino del Mediterraneo.

"L'Archivio Storico Multimediale del Mediterraneo - ha dichiarato l'on. Nicola Bono - è un progetto di rilevanza internazionale, in quanto consentirà di mettere in rete il patrimonio archivistico di tutti quei popoli che nei secoli hanno condiviso il comune legame culturale e geografico del mar Mediterraneo. La straordinaria presenza di delegazioni straniere - più di venti rappresentanze hanno già confermato la propria presenza alla due giorni Siciliana - è la migliore e più diretta dimostrazione della validità di questo progetto, che consentirà di ricostruire e rendere fruibili le comuni radici storiche dei Paesi coinvolti".

"La cultura - ha aggiunto il Sottosegretario - si pone quindi come strumento di dialogo e di collaborazione tra i popoli, utilizzando i nuovi strumenti tecnologici come veicolo di pace e di integrazione".

http://www.omniway.sm/

San Marino

SEGRETERIA DI STATO PER GLI AFFARI ESTERI, POLITICI, LA PROGRAMMAZIONE, COOPERAZIONE ECONOMICA E LA GIUSTIZIA
Palazzo Begni
Via Contrada Omerelli - San Marino Città
Tel. 0549-882219
Fax. 0549-992018
sito: www.esteri.sm
e-mail: segreteriadistato@esteri.sm

SEGRETERIA DI STATO PER LA PUBBLICA ISTRUZIONE, L'UNIVERSITA', GLI ISTITUTI CULTURALI E L'INFORMAZIONE
Via Contrada Omerelli - San Marino Città
tel. 0549-882250
Fax. 0549-882301
e-mail: segr.pub.istr@omniway.sm

http://www.esteri.sm/default.asp?id=1218

Il Segretario di Stato per gli Affari Esteri e Politici



FABIO BERARDI

Segreteria di Stato

Tel. 0549 882312/882337/882293
Fax 0549 882814

Segretario Particolare:
Dott.ssa Monica FRANCIONI
Tel. 0549 882312

Addetto di segreteria:
Luana CONSOLE
Tel. 0549 882302

e-mail: segreteriaparticolare@esteri.sm

Archivio Storico
Multimediale
del Mediterraneo
ASMM

Drink di benvenuto
Welcome drink
Apéritif de Bienvenue

***

Turbantino di carciofi con crema di zucca alla feta greca e crostini
Artichokes Turban with Greek "Feta" pumpkin cream and Canapè
Turbantino de artichauts à la crème de potiron et feta grecque avec croûtes

***

Cavatelli ai funghi di ferla con mandorle pistacchi e pinoli
Ferla mushrooms "Cavatelli" with almonds, pistachios and pine-seeds
Cavatelli aux champignons de ferla avec des amandes, pistaches et pignons

***

Dentice nature
Tortino di crespelle con ortaggi e verdure
Nature Dentex
Crepes pie with greens and vegetables
Poisson nature
Crêpes aux légumes

***

Rotolini di agnello all'uvetta
Brik con patate
Lamb Rolls with raisins
Brik with potatoes
Roulée d'agneau au petit raisin
Brik aux pommes de terre

***

Mousse di ricotta con colata di cioccolata alle nocciole pralinate ed arance condite e candite
Ricotta Mousse with roasted nuts and seasoned candied oranges chocolate flow
Mousse de fromage village au chocolat fondu, noisettes et oranges confits

Vino Wines Vins:
"Chiarandà del Merlo" Donnafugata
"Mille e una notte" Donnafugata

Dolcetti, caffè, the, liquori
Candies, Coffee, Tea, Spirits
Petits-fours assortis, café, thé, liqueurs

Palazzo Biscari
Catania 4 Marzo 2006
Banqueting www.peppegiuffre.it

MEDITERRANEI,

PERLITO

MARUJA

Dov Winer

From: <Maruja.Gutierrez-Diaz@cec.eu.int>
To: <admin@makash.org.il>
Sent: יום שלישי 09 יולי 2002 11:21
Subject: RE: Netdays Europe in the Mediterranean

Thank you very much for your understanding and for your help. This week is still a little bit of a horror, but I will try to use the summer lull, starting, hopefully, on the 15th, to get in touch with Michel Bosco and the other people you mention and try to find possibilities - the dissemination activites you mention sound like a feasible way ahead.

I was in the past in charge of the Europa server and multimedia publications contents and distribution, and we never had problems for answering information and communication requests from Mediterranean countries. We cannot fund your schools or institutions, but we can share the information tools we have.

Best regards

Maruja Gutierrez

-----Original Message-----
From: Dov Winer [mailto:admin@makash.org.il]
Sent: mardi 9 juillet 2002 10:40
To: GUTIERREZ DIAZ Maruja (EAC)
Subject: Netdays Europe in the Mediterranean

Dear Maruja,

Thank you for your message. You are very much a person of action; I can feel very much your frustration regarding the obstacles you met when advancing the extension of Netdays Europe and eSchola to the Mediterranean.

You understand that I do not have the complete information regarding relations between different sectors of the Commission. Still, I would like to make some suggestions that may, perhaps, help in advancing Netdays Europe in the Mediterranean:

1. The EUMEDIS initiative and the evaluation ruler for pilot projects proposals stressed the awareness promotion aspects related to the development of Information Society in the Mediterranean. A high profile for the Commission initiative was demanded and included in the evaluation.
2. The Focal Points were established in the different countries for this purpose. The contracts for the FPs include the production of several video clips regarding the IS in the Mediterranean and the projects. With the delay on the signature of contracts for the projects I have asked repeatedly how to disburse this budget. It is still an open question whether those should be local films or they should be integrated in a wider plan for disseminating EUMEDIS.
3. When, earlier this year, we exchanged messages regarding the extension of Netdays to the Mediterranean, Bruno Ferlito (from Michel Bosco's office) in a message of the March 5 suggested that I myself contact the Focal Points and engage them in promoting Netdays Europe. I answered him that although my personal relations are excellent with all coordinators of the FPs in the different countries, politically I found inconvenient that such appeal should come from Israel. I suggested that the Commission itself contacted the Focal Points. They have specific contractual responsibilities vis a vis the Commission to promote the Information Society in their countries and in the Mediterranean.

4. If you find it appropriate I can contact the colleagues either in Malta and or Cyprus so they become the focus for dissemination of Netdays Europe. I am able and ready to support their efforts. It would be convenient to coordinate this with the people in the offices of Michel Bosco (IST International Aspects) and Gian-Luca Bombarda (Europe Aid).
5. Please find included the list of institutions that are partners to EUMEDIS projects approved for negotiations. I got a message from Mr. Izarra Aguado, head of Unit Southern Mediterranean, Middle East at EUROPE AID that most contracts were already signed. As you can see there are 193 institutions involved in projects in the area of Education and in Tourism and Cultural Heritage. Overall there are 442 institutions involved in all areas. Their contracts explicitly demand their active involvement in the promotion of the Information Society in the Mediterranean.

I have the feeling that even if we are able to involve only 30% of them in the Netdays Europe events the effect can be extraordinary and set the ground to a much larger effort in 2003.

Best regards,

Dov Winer

Dov Winer

From: "Dov Winer" <admin@makash.org.il>
To: <Bruno.FERLITO@cec.eu.int>
Cc: <Michel.Bosco@cec.eu.int>
Sent: יום רביעי 06 מרץ 2002 14:29
Subject: Re: Netdays Europe and the EUMEDIS awareness campaign

Dear Mr. Ferlito,

I am very glad to hear that you are going to involve the
EUMEDIS Focal Points in the dissemination of Netdays Europe in the
Mediterranean.
The FPs, through their standing in quasi-governmental and civil society
slots may enable them engage many sectors of the society:
partners in the approved projects; civil associations; and also the Ministries.
Netdayts may be an excellent focus for the Information Society dissemination activities
the FPs are now expected to carry out.

I will be glad to provide any support that may be needed.

Best regards,

Dov

Dov Winer
phone: +972.3.5118122 (ISERD) +972.5332286 +972.50.552065 (Cellular)
fax: +972.2.5333269

> ----- Original Message -----
> **From:** Bruno.FERLITO@cec.eu.int
> **To:** dovw@mail.makash.ac.il
> **Cc:** Michel.Bosco@cec.eu.int
> **Sent:** Wednesday, March 06, 2002 12:17 PM
> **Subject:** RE: Netdays Europe and the EUMEDIS awareness campaign
>
> Dear Mr. Winer,
>
> thank you for your suggestion to expand the Netdays Europe event to the EUMEDIS.
>
> We are going to involve the EUMEDIS Focal Points in order to disseminate the opportunities given by Netdays Europe.
>
> Best regards
>
> Bruno Ferlito
>
> European Commission
> DG Information Society - F4
> International Aspects
>
> Telephone: +32 2 2984555
> Fax: +32 2 2969131
>
> -----Original Message-----
> **From:** Dov Winer [mailto:dovw@mail.makash.ac.il]
> **Sent:** mercredi 27 février 2002 14:25
> **To:** BOSCO Michel (INFSO)
> **Cc:** FERLITO Bruno (INFSO); CHRISTENSEN Jens (INFSO)
> **Subject:** Re: Netdays Europe and the EUMEDIS awareness campaign

Dear Michel,

Thank you for your prompt reply. I am looking forward to
hear from Bruno on this.

Regards,
Dov

----- Original Message -----
From: Michel.Bosco@cec.eu.int
To: dovwiner@post.tau.ac.il
Cc: Bruno.FERLITO@cec.eu.int ; Jens.Christensen@cec.eu.int
Sent: Wednesday, February 27, 2002 1:25 PM
Subject: RE: Netdays Europe and the EUMEDIS awareness campaign

Thanks, Dov. Let's look into this. Bruno will get back to you.

Cheers
Michel

-----Original Message-----
From: Dov Winer [mailto:dovwiner@post.tau.ac.il]
Sent: Wednesday, February 27, 2002 11:14 AM
To: BOSCO Michel (INFSO)
Subject: Netdays Europe and the EUMEDIS awareness campaign
Importance: High

Dear Michel,

It seems that the time is ripe for an idea I suggested to you some time ago: the suggestion to expand the Netdays Europe event to the EUMEDIS area.

Netdays Europe since 1997 has developed a significant presence, brand, and accumulated experience in promoting the awareness for applications of ICT in education, culture and civil society in general (with the increasing involvement of towns and regions). See: http://www.netdays2001.org/

I would like to suggest the incorporation of this experience in the EUMEDIS promotion activities. Several pillars may support this:

1. The experienced team at the DG Education and Culture may support the extension of the event to the Mediterranean.
2. The projects approved and now being negotiated in the areas of Education and those in the Tourism and Cultural Heritage may provide a core of participants in the event. This can be widely extended; also the networks available in Health and E-Commerce may be mobilized.
3. The cultural aspects of our region as related to Europe will certainly provide a strong drive to many projects and participations in the event.
4. The political pitfalls of our region can be avoided as the activities may be localized or based on specific partnerships.

Would you consider this? Certainly a conversation with Maruja Gutierrez-Dias may clarify additional aspects of this initial idea (Maruja.Gutierrez-Diaz@cec.eu.int phone: 6346). I have the feeling that such approach may be welcome at DG Education and Culture.

Best regards,

Dov

Dov Winer

P.S.: A clarification: in addition to the coordination of the work of the EUMEDIS Focal Point in ISERD I am also involved with Netdays Europe events in Israel at http://netdays.org.il

Dov Winer

From: "Dov Winer" <admin@makash.org.il>
To: <Bruno.FERLITO@cec.eu.int>
Sent: יום רביעי 06 מרץ 2002 14:48
Subject: Re: Netdays Europe and the EUMEDIS awareness campaign

Dear Mr. Ferlito,

You may call me Dov; no need to address me as Mr. Winer.

My personal relations with the colleagues in the other Focal Points are excellent. In the last meeting of the EUMEDIS Focal Points I was well surprised to hear one of our colleagues from a neighbouring FP to say publicly that most support he received from our Focal Point and not from those FPs that use his own language.

However, you certainly are aware that in the present political circumstances a message from your office regarding Netdays Europe will carry much more weight with the Focal Points than one I may sent.

I suggest that such message be coordinated between your office and the team coordinating Netdays Europe whose contact information follows. This will be the most effective way to advance the participation of EUMEDIS projects and countries in the event.

Contact:
Loïc Bestard
Tel.: +32.2.296.99.18
Fax: +32.2.296.62.97
E-mail: Loic.Bestard@cec.eu.int

Terry Grant
Tel. : +32.2.295.05.06
Fax: +32.2.296.62.97
E-mail: Terry.Grant@cec.eu.int

Best regards,

Dov

Dov Winer
admin@makash.org.il

----- Original Message -----
From: Bruno.FERLITO@cec.eu.int
To: dovw@mail.makash.ac.il
Sent: Wednesday, March 06, 2002 12:29 PM
Subject: FW: Netdays Europe and the EUMEDIS awareness campaign

Dear Mr. Winer,

you may want send information around yourself to the Focal Points, I'm sure they are going to appreciate it.

Thank you

Best regards

Bruno Ferlito

European Commission
DG Information Society - F4
International Aspects

Telephone: +32 2 2984555
Fax: +32 2 2969131

-----Original Message-----
From: FERLITO Bruno (INFSO)
Sent: mercredi 6 mars 2002 11:18
To: 'Dov Winer'
Cc: BOSCO Michel (INFSO)
Subject: RE: Netdays Europe and the EUMEDIS awareness campaign

Dear Mr. Winer,

thank you for your suggestion to expand the Netdays Europe event to the EUMEDIS.

We are going to involve the EUMEDIS Focal Points in order to disseminate the opportunities given by Netdays Europe.

Best regards

Bruno Ferlito

European Commission
DG Information Society - F4
International Aspects

Telephone: +32 2 2984555
Fax: +32 2 2969131

-----Original Message-----
From: Dov Winer [mailto:dovw@mail.makash.ac.il]
Sent: mercredi 27 février 2002 14:25
To: BOSCO Michel (INFSO)
Cc: FERLITO Bruno (INFSO); CHRISTENSEN Jens (INFSO)
Subject: Re: Netdays Europe and the EUMEDIS awareness campaign

Dear Michel,

Thank you for your prompt reply. I am looking forward to hear from Bruno on this.

Regards,
Dov

----- Original Message -----
From: Michel.Bosco@cec.eu.int
To: dovwiner@post.tau.ac.il
Cc: Bruno.FERLITO@cec.eu.int ; Jens.Christensen@cec.eu.int
Sent: Wednesday, February 27, 2002 1:25 PM
Subject: RE: Netdays Europe and the EUMEDIS awareness campaign

Thanks, Dov. Let's look into this. Bruno will get back to you.

Cheers
Michel

-----Original Message-----
From: Dov Winer [mailto:dovwiner@post.tau.ac.il]
Sent: Wednesday, February 27, 2002 11:14 AM
To: BOSCO Michel (INFSO)
Subject: Netdays Europe and the EUMEDIS awareness campaign
Importance: High

Dear Michel,

It seems that the time is ripe for an idea I suggested to you some time ago: the suggestion to expand the Netdays Europe event to the EUMEDIS area.

Netdays Europe since 1997 has developed a significant presence, brand, and accumulated experience in promoting the awareness for applications of ICT in education, culture and civil society in general (with the increasing involvement of towns and regions). See: http://www.netdays2001.org/

I would like to suggest the incorporation of this experience in the EUMEDIS promotion activities. Several pillars may support this:

1. The experienced team at the DG Education and Culture may support the extension of the event to the Mediterranean.
2. The projects approved and now being negotiated in the areas of Education and those in the Tourism and Cultural Heritage may provide a core of participants in the event. This can be widely extended; also the networks available in Health and E-Commerce may be mobilized.
3. The cultural aspects of our region as related to Europe will certainly provide a strong drive to many projects and participations in the event.
4. The political pitfalls of our region can be avoided as the activities may be localized or based on specific partnerships.

Would you consider this? Certainly a conversation with Maruja Gutierrez-Dias may clarify additional aspects of this initial idea (Maruja.Gutierrez-Diaz@cec.eu.int phone: 6346). I have the feeling that such approach may be welcome at DG Education and Culture.

Best regards,

Dov

Dov Winer

P.S.: A clarification: in addition to the coordination of the work of the EUMEDIS Focal Point in ISERD
I am also involved with Netdays Europe events in Israel at http://netdays.org.il

MEDNET

EUN MEDITERRANEAN

DEBERGHSS

Under the aegis of

European Commission
Directorate General "Information Society

EUMEDIS Focal Point
Israel
Morocco
Palestinian Authority

Information Society and Education

WORKSHOP: EUMEDIS EDUCATION

Jerusalem/Ramallah
9-10-11 July 2000

"Towards Democratisation
The Invariants of Education"*
1998 – 2002

"Information and Education: Cement of the Nations"

"It is in education that the great secret of humanity lies."
E. KANT

Dr Daniel Deberghes
Principal Administrator
EEC XIII/E/3

*5th FP, IST, KAIII Educational Applications
*EUMEDIS Education

Luxembourg, 4th July 2000

The Israeli Directorate for
the Fifth Framework Program

June 29, 2000

To

Daniel Deberghes
Docteur – Ing'nieur
Administrateur Principal CCE – DG XIII – Luxembourg

Fax: 00 35 2 437202

Dear Daniel,

Yesterday I finally have had the opportunity to meet your wife, Janice, at the conference and I enjoyed very much the conversation. It is a pity that due to the snow storm we haven't met last time you were here in Israel.

The invitations for foreign guests at the conference were handled by Roni Aviram . However I was able to bring a significant group from Europe not by this channel. These were my associates in the ETB project (European Treasury Browser) lead by the EUN. I invited them to have the consortium meeting here in Israel. ETB is establishing the foundations for an European Digital Library of educational resources based on the present national repositories. All 18 members of the team came and very much contributed to the success of the conference. Many relations are evolving that will strenghten the relations of Israel with Europe. I suggested to Janice that you try to keep an open channel directly to Yaffa Vigodsky (her email is mot04@zahav.net.il and her cellular phone is 00 972 052-383871 .

I am involved in the Euro Mediterranean process since 1998. Towards the establishment of the EUMEDIS Focal Point I have been asked to direct it. I am doing this in the framework of ISERD, The Israeli Directorate for the 5FP (which is a joint institution of the Council for Higher Education, the Ministries of Finances; Science, Culture and Sports; Foreign Affairs; and the Ministry of Trade and Industry.

The kickoff event for the EUMEDIS Focal Points was held in Brussels in January. Najat Rochdi the Focal Point Director for Morocco was there too. Marcel Shaton the director of ISERD and myself were both deeply impressed by her energy, intelligence and dedication to her country. We met again last week at the second FP meeting. Najat stated very clearly her interest in working with Israel; she is interested in coming here to work on some proposals for EUMEDIS. Her only condition was that for Morocco to participate in joint projects there should be the participation of Palestine based institutions and/or the Palestine EUMEDIS Focal Point.

I am very glad to tell you that the main star at the launching event of the Israel EUMEDIS Focal Point was our colleague from the Palestine Authority, the coordinator of the Focal Point, Mr. Hussam Husseini. His straightforward, business like style conquested the participants. We are going to participate next week in the launching event of the Palestine Authority EUMEDIS Focal Point which will take place in Ramalah.

In both meetings of the Focal Points, in January and again last week I told my colleagues from the Focal Points that an extension of the EUN to the Mediterranean could much help in the development of their respective programs for the introduction of ICT in schools. EUMEDIS actually requires in the call for projects in the arae of education that they be complementary to national initiatives. So the ICT programs for education being developed at

the Mediterranean countries may be a good starting point in developing an EUMEDIS proposal and specially one extending the experience of the EUN to the region.

As representative of Israel to the EUN I have been rising this need with the EUN office. Actually one of the last acts of our former Ministry of Education, Yossi Sarid, was to give his approval to an Israeli participation in such initiative; I have cleared this up through Yaffa Vigodsky.

Dr. Ghassan Qadah the director of the Palestine Authority EUMEDIS Focal Point yesterday expressed his interest in the EUN extension and actually suggested the lines for such development. I am now trying to contact Najat to tell her the good news. The best approach will be that each one of the interested parties separately address the EUN office asking them to provide the experience so far accumulated in Europe for establhishing an Mediterranean Schoolnet adapted to the realities of the countries of the region and coordinated with their own national initiatives in this area.

I will appreciate very much to have your counsel and support in this matter. You experience in the Commission advancing ICT in education will be invaluable in defining the final concept of such project. I am sure you are deeply committed to help advance regional development in the area of education; closer ties among the countries of the area in the area of education will cement peace.

Best regards,

Dov Winer

EUMEDIS Focal Point for Israel

Dov Winer

From: Wijngaards [context@euronet.nl]
Sent: יום רביעי 28 יוני 2000 14:40
To: gqadah@gov.ps
Cc: dovw@iserd.org.il; ulf.lundin@eun.org
Subject: EUMEDIS proposal

Dr. Ghassan Z. Qadah
Director Government Computer Center
Ministry for International Cooperation
Director, EUMEDIS Focal Point

Dear Mr. Qadah,

I am very grateful to Dov Winer that he contacted you and sent us your contact details and draft EUMEDIS proposal.

I will have the opportunity to discuss tomorrow your proposal and we will
come back to you very soon abouit this.

Best regards,

Dr. Guus Wijngaards
Communication Manager
European Schoolnet
tel. +32.2.7907575
fax. +32.2.7907585
e-mail Guus.Wijngaards@eun.org
URL www.eun.org

EUROPEAN COMMISSION
DIRECTORATE GENERAL XIII
Telecommunications, Information market and exploitation of research
Information industry and market and language processing
Demonstrations and pilot projects

Luxembourg, 15 Fevrier 2001
Ref: DD/mh
E-2

VERY URGENT

FAX

To	Mr. Dov WINER	FAX NR	
Comp.	ISERD Tel-Aviv	00972-3-5170020	
From	Daniel DEBERGHES	FAX NR	4301-[redacted] 33190
Subject	Meeting 14th March	Phone NR	4301-34725
Pages	(this cover sheet included) 1+7		

Message

Dear Dov,

Please find attached:

1/ Draft Agenda Meeting 14th March.

2/ ISTAG Recommendations.

Could you or Yaffa send a letter to the participants (and myself) with a draft Agenda with your modifications and Documents and Full fill Adress, Room, Tel, ...

- We arrive with Janice 10th March 01, Flight Lufthansa Tel Aviv 14h15'
- Hotel: Yamit Park Plazza - Departure: 18th March
- Could you send us a letter "To whom is concern..." for the Police Border?

If this copy is illegible, please call 4301-34622

"See you soon in Jerusalem!" Many Thanks

Kindest Regards

Daniel 19.02.01

enc: 2

Bât. J. Monnet, Plateau du Kirchberg, L-2920 Luxembourg.
Telephone: exchange (+352)43011, direct line 4301-34725. Fax: 4301-32847.
Telex: COMEUR LU 3423. Telegraphic address: EUROOC LU 2752.

Place: Ministry of Education TEL-AVIV phone:................................

Adress:...Room:..................

List of Participants: Attached list (D. DEBERGHES invited/observer)

Date: 14th March 2001

Chairman: Mr. Dov WINER (ISERD)

9h : ² **- Welcome**
- Présentation of the objectives of the W.S
(Ethic and Education, VI FPEducation; October Conference
Mrs Yoffa VIGOTTSKY

9h30 **- Presentation of the - Key Action III/Education (Future e-Learning)**
IST/Education FP5 and Conclusion Councif of Education 12.2.01
Mr Daniel DEBERGHES

9h45 **- Methodology of Work**
a) Fundamentals in Education
b) IT and Pedagogical Add value
c) Role of Collectivity at different Level
Mr Uzi MELAMMED

10h **Start of Work (3 moderators)**

13h30 **Lunch**

14h30 **Reports of the 3 moderators (a/b/c/)**

15h **Open discussion on the Reports (Rapporteur: Uzi MELAMMED)**

16h **Tentative agreement on**

1) Vers.1 Draft contribution paper

2) Structure and organisation committee of October International Conference (World Summit) (2002)

3) Planning of exchange between the members till June .2001.

18h **A.O.B/ Next meeting JUNE 2001 (Israël)**

Main Language: EN (Hebrew and French accepted!-

Works document Reference: 1/ Education Council report 12 February 2001
2/ European Research Area Com (Final) October 2000
3/ Sciences, society, Citizen, COM Final 24.10.2000
4/ Action Lines IST Education FP5
5/ ISTAG Recommandations for FP6 December 2000
6/ Priorité IST/FP6 February 2001
7) Israeli References

MEDnet – The Mediterranean Schoolnet

The Mediterranean Schoolnet purpose is to encourage the application of ICT in education in the Mediterranean to leverage the development of the countries and the region as a whole.

ICT technologies and application have some special implications for economic, social and cultural development. ICT decreases transaction costs and may facilitate access to knowledge. It may expand the environment of countries that are able to integrate ICT it in their national programs for development in a coordinated way. Markets as well as sources of knowledge become much closer; opportunities for national and regional integration develops.

ICT enables countries to overcome some development constraints. Distance education, for example, can become a viable complement to conventional schooling. Modern information infrastructure can create the "end of geography" and allow isolated countries and regions, which often are also the poorest, to participate in the economic process. Financing, operation and ownership of information infrastructure are becoming increasingly attractive to the private sector, thus reducing the burden on public sector finances.
http://www.infodev.org/about/backgro2.htm

The European Survey of Information Society in the Mediterranean show that most of the countries of the region are struggling for economic development and the establishment of adequate ICT infrastructures. See: http://www.ispo.cec.be/esis/ For a summary on telecommunications see:
http://213.11.93.145/~philogia/eu-esis/esis2basic/esis2basicQ3/med1basicQ3.htm
For a summary on personal computers, Internet and television see:
http://213.11.93.145/~philogia/eu-esis/esis2basic/esis2basicQ3/med2basicQ3.htm

For developing countries to integrate fully into the information economy, access is needed to knowledgeable and experienced resources to open the doors to the vast potentials of new technologies.

The EUN – European Schoolnet can provide the kind of accumulated experience and knowledge regarding the introduction and dissemination of ICT in education in Europe. The EUN acts in in a very heterogeneous environment that combines world's most developed countries in the introduction of ICT in education with countries that are in the initial phases of this process. The areas of action of the EUN are:
(see http://www.en.eun.org/eun.org2/eun/en/about/content_frame.cfm?lang=en&ov=564)

- Encouraging and supporting co-operation between schools in Europe
- offering didactic-pedagogic material and services
- Supporting the professional development and training of teachers
- Exchanging experiences and examples of good practice
- Developing common technical and educational guidelines

These objectives have been promoted through an inter-meshed, group of projects. European partners like – Ministries of Education officers, principals, teachers, students, corporations - are able to cooperate in this framework. Among such projects the European Universal Classroom, the European Treasury Link and now the European Treasury Browser, the Virtual School, the Virtual Teachers College, the European Network of Innovative Schools ....

Slowly but surely the EUN succeeded in establishing a wide discussion about the implications of ICT for changes in the educational process, the contents of lessons and educational methods, as in the role of teachers and their position. This experience can now serve the Mediterranean countries in a similar path.

The MEDnet, Mediterranean Schoolnet will encompass the Ministries of Education of the Mediterranean countries. Expressions of interest in the project has come so far from Morocco, Tunisia, Egypt, Jordan, Palestine Authority, Cyprus, Malta, Turkey and Israel.

It is proposed to focus MEDnet on two layers of activities:

- A network of Ministries of Education of the region
- A network of schools and educational institutions focusing on the application of ICT for interdisciplinary studies focused on the environment.

Building upon the experience of the EUN the MEDnet will seek to support the programs for ICT in education in the following areas:

- Infrastructures for ICT in education:

  Exchange of experiences between the countries of the region and EUN on alternative ways of introducing computer equipment in the educational system and in schools;

  Alternative networking infrastructures; new technologies and possible frog leaping

  Ways for the establishment of maintenance and support centres for educational institutions

  Technologies for multi-lingual support.

- Human resources for basic infrastructures and policies

  Policy makers: Involvement of Ministry of Education officers: basic training and understanding of the new ICT environment

  Training maintenance and support personnel

  Teachers training: drive license and basic pedagogical applications

- Digital libraries

  Educational resources repositories

  Multi lingual support

  Metadata, XML, RDF and resources filtering

- Pedagogical implications

  Leadership in virtual environment: email distribution lists for literature distribution; seminars; training; mobilisation and commitment

  Establishment and maintenance of communities of practice – language commonalities –

  Distributed learning programs: technicians training and support; teachers training and mutual support;

  Virtual learning environments: extension of the Virtual School; Virtual Teachers College

Tools:

Face to face training seminars for target populations:

Policy makers forum: OD intervention tools that may allow the participants to frankly discuss the intervening forces enabling and impeding the use of ICT in education for development.

Face to face training seminars for virtual communities leaders

Training for webmasters and setting up support network

Resources:

Setting up an open project able to reach out for additional resources for ICT in education from other sources

EC (Eumedis)

International corporations

Other international organisations:; InfoDEV (World Bank and corporations); UNDP; CIDA; VITA; IRD;

Contribution to regional development

- To deal with common problems
- Map the region in the eyes of its citizens
- To express joint regional action

Expansion of the environment

- Distant resources become accessible
- Distant areas of action become nearer: markets, diasporas,

Technology

- Establishment of networks
- Support of users
- Knowledge how to use computerised resources
- Establishing and managing communities
- Participation in virtual communities
- Commercial systems in the network
- Marketing
- Business intelligence
- Data mining
- Production processes
- Graphics, arts,animation
- Producing events through the network
- Producing Virtual environments

Infrastructures

- Computers in offices, industry, schools, classrooms, home
- Local area networks
- Digital exchanges, ISDN, WAP and other technologies
- Broad band technologies

Structure

- Getting the project organised
- Partners and steering

Management

- Project office, resources management, basic support

EUN MEDNET

European Schoolnet

EUN MEDNET

European Schoolnet

EUN MEDNET

European Schoolnet

MedNet Objective

Support the use of ICT as a tool for learning in the Mediterranean region

EUN MedNet partnership

Building on the experiences and achievements of European Schoolnet for moving ahead quickly

MedNet –action 1

- Bringing ICT to schools
  - Training the trainers
  - Learning from each other

MedNet –action 1

- Bringing ICT to schools
  - –Training the trainers
  - –Learning from each other

MedNet –action 2

- Servicing teachers
  - –MedNet web site
  - –Collaborative projects

MedNet –action 3

- Developing policies and strategies
  - –Human networks
  - –Policy workshops

EUN MedNet partnership 2001

- Action 1
  - –MedNet ENIS
  - –Analysis of teacher training schemes
- Action 2
  - –First generation web site
  - –Collaborative activities
- Action 3
  - –EUN Networks meetings
  - –2 workshops

A Dov
En profonde amitié

Le groupe des Mousquetaires



A bientôt
Ton grand frère
Nassef 7/8/00
Nofel

dans le souffle de la Chekina

N-D de Jerusalem 10 Juillet 2000

Que la mine d'or continue à produire
François Koloh.

Quelle surprise de vous voir soutenir Daniel quand nous savons tous que c'est le DANIEL qui soutient tout le monde !











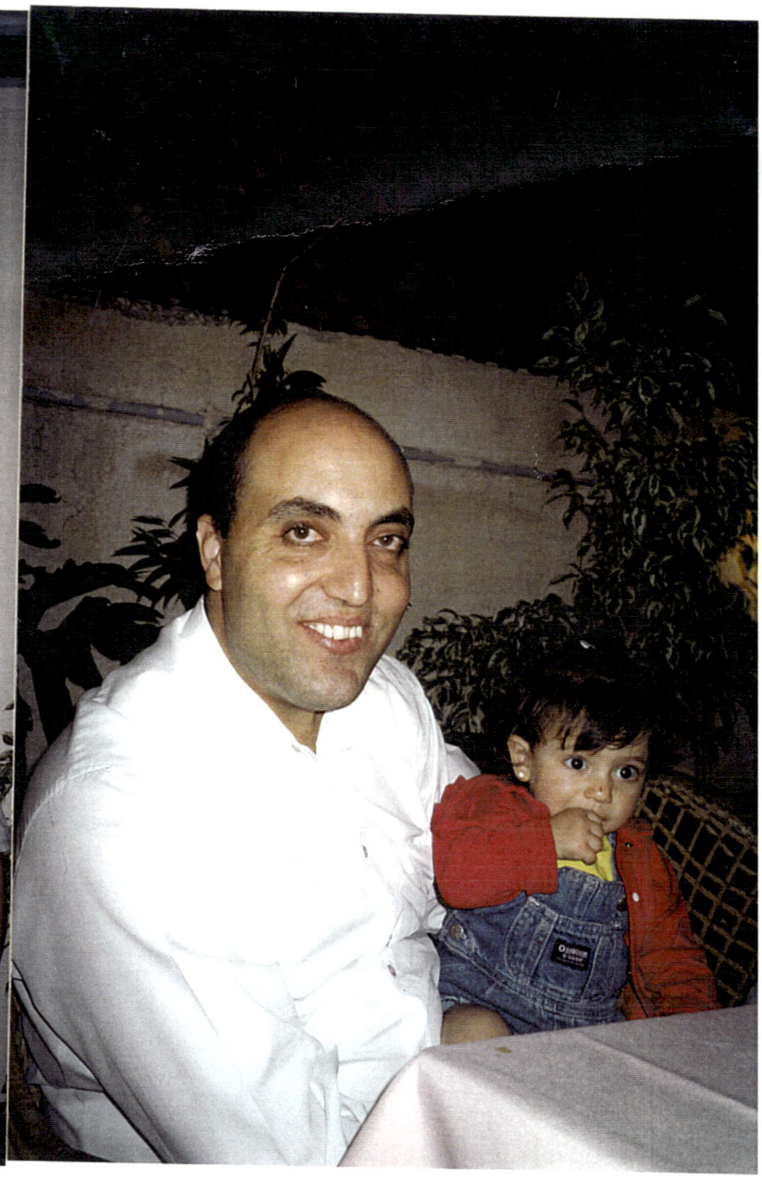
















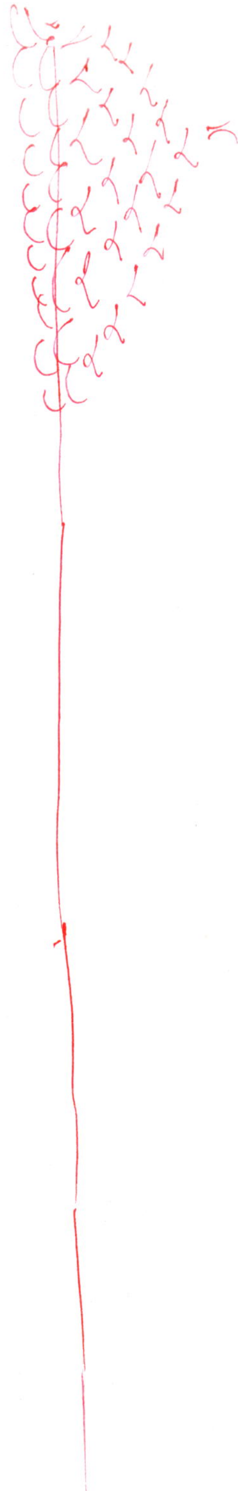
NAME	INSTITUTION	E-MAIL
Tami Green	משרד החינוך המינהל למדע וטכנולוגיה מנהל – פדגוגי – תכנים – הטמעת התקשוב	greent@netvision.net.il
Florence Azran	משרד החינוך - המינהל למדע וטכנולוגיה | מפקחת ארצית	rite@inter.net.il
Cilla Levy	SHAAR HANEGEV school	
Neomi Hadary	Shaar Hanegev high school	Leoh@gevim.org.il
Shem Gulst	Shaar Hanegev high school	Shem@makash.ac.il
Pascal ROSENFELD	Scientific Dept - French Embassy	technologie@ambafrance-il.org
Rimon Levy	Shaar Hanegev educational Campus	rimon@makash.ac.il
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Tsvia Shmukler	משרד החינוך - מינהל מדע וטכנולוגיה מחוז דרום.	zviasmu@edu-negev.gov.il
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Roni Dayan	Ministry of Education	roni@netvision.net.il
Miki Gal	Video for Ltd יועץ למנהל מדע וטכנולוגיה	miki@videofor.co.il

OBS. 22.11.2002: PARTICIPANTS IN MEETING MINISTRY OF EDUCATION, MAKASH, EUMEDIS COORDINATOR (DW) WITH DANIEL DEBERGHES IN ISRAEL (Mozal Stelim)

Florence
Daniel
Terri Green
Myer Morron

Why this meeting

Tzche Levi
Naomi Hadari
Shen Glust
Marcel
Karen Thomas
Zvie Stmaller
Roni Dayan
Miki Gal



dov winer

18.3.1998

To
Mr. Romano Mambrini
President
Camera di Commercio, Industria, Artigianato, Agricoltura di Cagliari
Largo Carlo Felice, 72
01900 Cagliari
Tel: +39.70.60512.2416/417
Fax: +39.70.60512.435

Dear Mr. Mambrini,

Re: Cagliari Workshop – Euro-Mediterranean Information Society for the Development of tourism: The Mediterranean Alternative.

I am writing you in connection to the above mentioned workshop. I have met Dott. Lopriore from the UNIONCAMERE in the EUROMED NET workshop held in Cyprus two weeks ago.

Dott. Lopriore has shown interest in my presentation entitled Med Tourism through Web Supported Mediterranean Culture Courses. I am attaching this presentation as the background to the present initiative that evolved from it in collaboration with Dr Artur Serra, from the Polytechnic University of Catalunya.

I have received notice of the Cagliari Workshop and it seems very appropriate to present the initiative called "Culture and Tourism in the Med – Artifacts: Discovering the past, designing the future" (attached).

I will appreciate very much to receive your invitation to participate in the Cagliari Workshop and present this initiative. This project aroused much interest and enabled us to broaden the partnership between the institutions interested in carrying it out. The Cagliari meeting is a wonderful opportunity to continue this process of inclusion of additional partners and defining their roles.

Best regards,

Dov Winer

CC: Dott. Marco Lopriore, c/o Cristina Tinelli, UNIONCAMERE, sede.bruxelles@unioncamere.be

p.o.b. 151 doar haela 99875 israel phone: (972) 2-5332286 fax: (972) 2-5333269
dovw@mofet.macam98.ac.il http://www.macam98.ac.il/~dovw

Initial Draft for Implementing a Joint Israeli Italian Project grounded on the proposal:
As discussed between Dr. Fabrizion Fassio (Rome) and Dov Winer (Jerusalem)

Culture and Tourism in the Mediterranean Discovering the Past, Designing the Future

Dov Winer
Dovw@mofet.macam98.ac.il

Education and Training

Cultural heritage has a key roll as a provider of educational resource material. More and more classrooms are going on-line, and the cultural heritage community is keen to offer on-line educational experiences. The potential audience is not just children, it includes universities, researchers and life-long learners. This will require the heritage community and the publishers and educators to develop skills in using the new media to interpret cultural heritage ...and developand experiences which entertain or build knowledge. Players will also require skills in using basic technologies to create heritage assets, and the commercial and entrepreneurial skills to exploit opportunities that present. (from Trading Cultural Heritage Assets http://www2.echo.lu/milia98/context.html)

The Internet provides the ground for a wide variety of learning experiences. Autonomous individualized wandering is one example of unstructured learning at the individual level; on the other hand we have highly structured learning environments which carry the learner through CAL like experience. In between we have a wide variety of learning experiences that build on the rich resources available in the network and the facilities for group work and support that may vary from highly structured to the casual.

A group of persons connected through the network is able to carry its work or learning in a distributed environment without the constraints of time and place. These groups develop as communities of learners when the necessary functional and social maintenance leadership is provided; access to learning resources; practitioners; specialized information and means to create and develop arguments.

The Israeli demonstrator will develop two training programs models:

1. Distance training course for tourism counseling officers from SME's on the cultural heritage of Jerusalem and how it relates to the alternative tourism experiences available in the city.
2. A training of trainers module for the institutions participating in the CICERO extension project. These will be a combined package of distance and proximal learnig developing the skills for initiating and developing distance learning courses to be available through the Web for tourist operators staff.
3. Following the training of trainers, the different participants of the extension of the CICERO project will be able to develop Web based modules of training similar to the one to be developed by the Israeli demonstrator (1).

The development of these courses will built on the experience accumulated by the demonstrator in the last four years leading the development of Virtual Learning Environments in the framework of the National Teacher's Colleges Network (http://www.macam98.ac.il/~dovw/dt ; for an specific example see http://www.macam98.ac.il/~ett).

The Jerusalem Course

Jerusalem has a long and complex history reflected in its architecture, monuments, museums, archaelogy sites and cultural institutions. These reflect the Chistian, Moslem and Jewish heritages; a creative dialogue may thus be established with the other participants in the CICERO project, specifically with the Christian and Jewish traditions of Rome; the Jewish track accessible in the Vienna site; the Classical Greece, Hellenistic and Byzantine traditions of Athens.
The Yad Ben Zvi Institute will participate as a demonstrator in the demonstration. It is the central institution in Israel teaching about the country in general and on Jerusalem in particular. The scholars at the Institute study the country from many points of interest, including all aspects of history, as well as art, archeology, geography, intellectual and religious thought. It is also the largest provider of courses and tours in these areas of interest. The youth facility offers programs and hands-on activities to about 50,000 visitors each year.

Yad Ben-Zvi devotes great attention to Jerusalem, its history from earliest times until today, archeology, urban development and the importance of Jerusalem to Chistianity, Islam and the Jewish People. The focus of the distance learning course to be developed is the book that has been published lately and is enjoying much success: Pathways in Jerusalem – A Walking-Tour Guide with Yad Ben Zvi. The guide provides 37 detailed routes for touring Jerusalem describing background and sites along the way. The tours are arranged chronologically (First Temple Jerusalem, Second Temple, Roman-Byzantine, the Early Muslim Period Crusader Jerusalem, Mameluk, Ottoman, British Mandate, the State of Israel). This book edited by Eyal Meron includes hundreds of full-color photos, dozens of maps, a chronology and an index of sites in Jerusalem. Other recent publications of the Institute on Jerusalem include: City of Hope: Jerusalem from Biblical to Modern Times by Mordecai Naor (1996) and The History of Jerusalem: The Early Muslim Period by Joshua Prawer and Haggai Ben-Shammai (1996).
The course based on the book will provide to the learners a clear schedule which will structure their learning experience; enrichment resources which will be made available in the Web; moderated group learning and discussion facilities; access to the counseling of the contributors to the book and researchers at the Yad Ben-Zvi Institute. The demonstrator will also cope with the logistic tasks of marketing of the services; establishing a working model for compensating copyright holders, moderators and consultants; billing and settlement.

Under the auspices of the Council of Ministers - Department of Tourism - Ttaly
European Commission

ASCAME

Camera
di Commercio
di Cagliari

Regione
Autonoma
della Sardegna

UNIONCAMERE

W O R K S H O P

Euro - Mediterranean
information society for the development of Tourism

L'Altro Mediterraneo:
an alternative for off-season tourism

April 29th - 30th 1998
Forte Hotel Village
Cagliari - S. Margherita di Pula
Sardinia - Italy

introduction

The convergence of tourism promotion and the development of the European information society is a crucial element for the future of Europe and the mediterranean area. The construction of a euro-mediterranean information society started at the Ministerial Conference entitled "The Creation of the Euro-Mediterranean Information Society-communication, education and training, research" which was held in Rome on the 30th - 31st May, 1996 under the Italian Presidency of the European Union. Moreover, the Council of Ministers of the European Union had previously adopted, on May 13th, 1996, a Resolution on Euro-mediterranean cooperation regarding tourism.

Several other Conferences and Workshops followed and reaffirmed the role of tourism in the information society such as the Working Conference on "Electronic Commerce in the framework of the euro-mediterranean co-operation" held in Metsovo (Greece) on the 4 - 6th July, 1997, the EURO-MED Net 98 Conference held in Nicosia, Cyprus (5 - 7th March, 1998). Furthermore on the 20 -21st November, 1997, the seminar in Hammamet (Tunisia) was held on "Mediterranean Tourism and Strategies for Communication". Lastly, the Workshop "Multimedia Access to Euro-Mediterranean Cultural-Heritage" was held in Cairo on the 27 - 29th April, 1998.

The "Euro-Mediterranean Information Society for the Development of Tourism" in Cagliari is organised under the auspices of the Italian Council of Ministers and its Department for Tourism with the support of the European Commission. Main organiser of the conference is ASCAME (Association of Chambers of Commerce of The Mediterranean) which is an International Non-profit Voluntary Association linking 120 Chambers of Commerce and other similar organisation in 19 countries of the Mediterranean basin. The tourism commission of ASCAME with the support of the CCI Cagliari and CCI Palermo has launched the initiative called "L'Altro Mediterraneo" which promotes tof season tourism in the Mediterranean area for preserving cultural heritage and environmental resources.

The Conference shall discuss strategic opportunities facing the region in the field of promotion of tourism and the related use of new information and communication technologies. Tourism represents by now, one of the most important industries for all countries of the Mediterranean basin and is the only sector which is capable of providing a growing turnover in the framework of long term tenable development. Fifty-five percent of world-wide tourist traffic is absorbed by the Mediterranean; in Europe alone tourism provides employment for 6% of the active population, and represents 5.5% of total GDP; in addition, it is estimated that 30 to 50% of transactions which take place on the World Wide Web are connected to tourist activities.

The Conference will pool from Chambers of Commerce, professional operators, tourist agencies, small and medium enterprises, research and training institutes, etc. The objective of the conference is to help find partners and ideas to set up co-operative projects in the framework of the euro-mediterranean co-operation.

Wednesday 29th April

- *14:00* — *Arrival and registration of participants*
- 14,30 *15:45* — *Opening session of the conference*

  *Chairman: **Romano Mambrini**, President of ASCAME, President of the Chamber of Commerce Cagliari (Italy)*

  ***Stefano Landi**, Department of Tourism, Presidency Italian Council of Ministry (Italy)*

  ***Elisabeth Papazoi**, Minister for the Aegean Sea, Greek Government (Greece)*

  ***Nino Strano**, Head of the Department of Tourism - Sicily (Italy)*

  ***Mariano Delogu**, Mayor of Cagliari (Italy)*

  ***Federico Palomba**, President of the Regione Sardegna (Italy)*

- *15:45 - 16:00* — *Coffee break*
- *16:00 - 17:30* — *Video conference and link-up with closing session of the Conference on **"Multimedia Access to Euro-Mediterranean Cultural Heritage"** (Cairo, 27 - 29 April, 1998)*

  *Chairman: **Adele Campagna Sorrentino**, President ASCAME Tourism Commission, President of the Chamber of Commerce of Palermo*

  ***Romano Mambrini**, President of ASCAME*

  ***Michel Carpentier**, President of the European Centre for Communication (France), Honorary Director General of the European Commission*

  ***Claudio Carelli**, President of the European Information Society Forum (Belgium)*

- *17:30 - 19:00* — ***New strategies for Mediterranean Tourism development: a comparison between EU and Mediterranean initiatives***

  *Chairman: **Michel Carpentier**, President of the European Centre for Communication (France), Honorary Director General of the European Commission*

  ***Leonardo Sforza**, European Commission - DG XXIII*

  ***Hassan El Hambouni**, Head of Strategy Department, Ministry of Tourism (Morocco)*

  ***Michael Raffling**, Chief Executive, Professional Hotel Association, Austrian Economic Federal Chambers (Austria)*

  ***Taieb Hehaichi**, National Office for Tunisian Tourism (Tunisia)*

  ***Fernando Perdigao**, European Commission - DG IB*

  Debate

- *20:00* — *Dinner*

Thursday 30th April

- *9:00 - 10:30* ***The ASCAME projet "L'altro Mediterraneo": advancement of cultural and environmental resources"***

  Chairman: Adele Campagna Sorrentino
  President ASCAME Tourism Commission, President of CCI Palermo

  *Rapporteur: **Margarida Abrunhosa**, European Commission - DG X*

  ***Vincenzo Tusa**, University of Palermo (Italy)*
  The Mediterranean alternative project

  ***Dov Winer**, the Ben-Zvi Institute (Israel)*
  Culture and Tourism in the Mediterranean - cultural testimonies: Discovering the past, designing the future

  ***Georges Giourgas**, Chairman of Eurochambres Tourism Commission (Belgium)*
  Towards sustainable tourism

  ***Vladimiro Riva**, Director of ISNART (National Institute for Tourism Studies) (Italy)*
  Development and qualification of the tourism offer

  Debate

- *10:30 - 11:00* *Coffee break*

- *11,00 - 12:30* ***Telematic for tourism: experiences from the IV Framework Programme and prospects of the V Framework Programme Research and Development of the European Union***

  Chairman: Vittorio Macchitella, Vice Secretary General Unioncamere (Italy)

  Rapporteur: Francesco Nachira, European Commission, DG XIII

  ***Christoph Pfaff**, European Commission DG XXIII*

  ***Arantxa Doncel**, Government of Balearic Islands - Consejeria de Presidencia - IBIT Institute (Spain)*
  Mintour and In TourisSME project

  ***Sadok Hammami**, Institute of the Press and Information Sciences (Tunisia)*

  ***Pietro Zanarini**, CRS4 Cagliari (Italy)*
  Internet, tourism, and new markets of Web usage

  ***Wassilis Spitadakis**, Forthnet (Greece)*
  SIAMS Project

  ***Fabrizio Autieri**, General Secretary of the Chamber of Commerce of Rome (Italy)*
  Long distance teaching in the tourism sector

- *12:30 - 14:30* *Lunch*

Thursday 30th April

- *14:30 - 16:30* ***Projects and experiences of tourism on Internet***

*Chairman: **Francesco Nachira**, European Commission - DG XIII*

*Rapporteur: **Christoph Pfaff**, European Commission DG XXIII*

√ ***Fabrizio Fassio**, Project Manager, Consorzio Civita (Italy)*
CICERO Project

***Reiner Blencke**, Project Manager, IRS Consulting (Germany)*
Bayern Tourismus Line project

***Anna Assimakopoulos**, Director, Egnatia Epirus Founda tion (Greece)*
Hypertour project

***Birgit Proell**, Project Manager, Research Institute for Applied Knowledge Processing (Austria)*
TIScover Project

***Sarah Graham**, Advisor, Future Foundation (Great Britain)*
Direct Marketing on line project

***Reinier Van Kleij**, Project Manager, EXOL (Italy)*
The Global Inventory Project (GIP)

Debate

- *16:30 - 18:30* ***Innovation and vocational training in tourism***

*Chairman: **Roberto Costanzo**, Vice President of Unioncamere, (Italy)*

*Rapporteur: **Alain Dumort**, Head Clerk European Commission, DG XXII*
***Mounir Mouakhar**, President of training Commission of ASCAME*
Institute of Tourism Management of Tunisia
***Alberto Valentini**, General Vice-Secretary Unioncamere (Italy)*
Strategies for innovation and training in the italian chambers' system
***George Antoun**, Deputy President of the Tourism Department,*
Chamber of Commerce Marseilles (France)
Booking on-line system, telematic teaching between mediderranean countries
***Luigi Iavarone**, President of CESVITEC Special Agency of the CCI Naples (Italy)*
Tourism, innovation and business opportunities
***Mario Pani**, President Consorzio 21 - Cagliari (Italy)*
Innovation services to SME within the tourism business sector
***Margalit Ganor**, Head of Department of Evaluation, The Open University (Israel)*
Use of technologies for training
***Maro Kazepi**, Tourist Officer, Cyprus Tourism Organisation (Cyprus)*
Leonardo Project on Cultural Heritage Tourism Network
***Orlando Carreño**, Secretary General of the Multimedia Training Mediterranean Centres Network (Spain)*
Technology for development of tourism and training

Debate

- *18:30 - 18:45* *Coffee Break*

Thursday 30th April

- *18:45 - 19:45* ***Round Table: Resources, planning and co-operation for the development of tourism in the Mediterranean area***

  Chairman: *Luigi Mastrobuono, General Secretary of Unioncamere (Italy)*

  Antonello Pabo, *Head of the Regional Tourism Department, Sardinia (Italy)*

  Antonio Rami, *Regional Minister of Economy, Regional Government of Balearic Islands (Spain)*

  Vincenzo Viola, *Member of European Parliament*

  Presidents of Chambers of Commerce of Tunisia, Algeria, Istanbul, Athens

- *19:45* *Closing session:*

  Chairman: ***Romano Mambrini,*** *President of ASCAME, President of CCI Cagliari (Italy)*

  Rapporteur: ***Michel Carpentier,*** *President of the European Centre for Communication (France), Honorary Director General of the European Commission*

- *21:00* *Gala dinner, sponsored by the Presidency of the Regione Sardegna*

Friday 1st May

Cultural programme

- *9:00* ***Transfer from Forte Hotel Village to Cagliari,*** *folklore event "Sagra di S. Efisio"*
- *14:00* *Lunch*
- *16:00* *Afternoon free*

Permanent exhibition of European and Regional projects
Wednesday afternoon and Thursday

- 1 CICERO project;
- 2 MINTOUR project;
- 2b InTouriSME Project;
- 3 Direct Marketing on line;
- 4 Bavaria Tourismus;
- 5 Tiscover;
- 6 Commercial websites.

Under the auspices of the

Presidency of the Council of Ministry - Department of Tourism - Italy

European Commission

Organized by

Chamber of Commerce of Cagliari
European Commission - DG XIII
Ascame (Association of Chambers of Commerce of the Mediterranean)

In cooperation with

Regione Autonoma della Sardegna
Città di Cagliari
Unioncamere - Roma

With the assistance of

Advisory Committee and Speakers:
Stefano Landi (Italian Council of Ministry)
Fernando Aldana (Spanish Ministry of Research and Technology)
Michel Carpentier (European Centre for Communication)
Claudio Carelli (European Information Society Forum)

Workshop moderators:

Romano Mambrini, Adele Campagna Sorrentino (ASCAME)
Roberto Costanzo, Luigi Mastrobuono, Vittorio Macchitella (Unioncamere) - Bruxelles
Francesco Nachira (European Commission)

Organising Committee:

Paolo Solinas, Francesco Massa (CCIAA Cagliari)
Marco Lopriore (Unioncamere)
Andrea Ricci, Francesco Nachira (European Commission)

The organising committee wishes to thank:

Presidency of the Regione Autonoma della Sardegna
Fondazione Banco di Sardegna
Telecom Italia
CRS4 Sardegna
E.S.I.T. (Ente Sardo Industrie Turistiche)
I.S.O.L.A. (Istituto Sardo Organizzazione Lavoro Artigiano)

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Culture and Tourism in the Mediterranean
Discovering the Past, Designing the Future

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Paper presented at the Workshop
The Other Mediterranean

Cagliari, 29-30 April 1998

Under the auspices of the Council of Ministers – Department of Tourism – Italy
European Commission

ASCAME	Camera di Commercio di Cagliari	Regione Autonoma della Sardegna	UNIONCAMERE

Proposal

In accord with the objectives of the Euro-Mediterranean Partnership Policy we propose joint Euro-Mediterranean telematised teams for the development of telematics-based courses of studies related to the cultural heritage of the region and tourism. These courses will support the training of tourism related personnel; they

will enhance and enrich the tourist experience by providing focused preparation anticipating and following the tourist experience in the region. An approach focusing on specific cultural periods or event will orient the choice of themes to be developed in cross countries programs.

The development teams will be composed by faculty and staff from cultural institutions like universities, museums, research institutes in Archaeology, History, Geography; tourism education centers; multi media development centers. A collaborative approach requiring essential input from all partners to the joint final product will guide the establishment and working procedures of the different teams. Communications tools for computer supported collaborative work will be established to support the work of these teams. The project will develop and deliver the following telematised services: Web based courses for virtual groups; self study programs; counseling and training for distance learners; the provision of books, software, multimedia packages and other learning resources; pedagogical databases related to tourism and the cultural heritage; billing and settlement; marketing of services.

Background

The European Union in cooperation with its Mediterranean partners has established the Euro-Mediterranean Partnership Policy. The main objectives include the creation of an area of shared prosperity, and to promote a partnership in social, cultural and human affairs. It points the need to promote initiatives which increase the mutual understanding and acceptance between the different cultural approaches in the Mediterranean basin. The intensification of relations (exchanges of persons, knowledge and information) is essential for this. The use of telematic instruments, such as the Internet, are pointed out as useful for this purpose. The information related structures have to be developed, and among them those able to support projects related to tele-training. The socio-cultural context is emphasized for the intelligent transfer of technology and knowledge.

The EUROMED NET Conference held in Cyprus 3-4 March 1998 included among its recommendations projects in the area of Culture and Tourism. These projects have a commong regional aim: to synthesise culture and tourism to create new opportunities for tourism in the Euro-Med region, and to use this as a source of funding for further work on cultural preservation. There is a particular reference to the present proposal stressing the objective to enrich the cultureal experience of tourism in the region to tempt the quality tourist. The courses so developed would support the training of tourism workers and thereby ensure the sustainability of the tourism sector in the Euro-Med region.

The following proposal aims at implementing these policy guidelines through the establishment of telematics-base development teams composed by the faculty and staff of cultural and tourism related institutions of the area.

The challenge

The Mediterranean provides a ready channel for cultural, economic and political contacts. It is the focus of interwoven civilizations while significant cultural unities persist across state frontiers.

We preserve our heritage sites with an educational intent, to make sure that their value and significance are made accessible and intelligible. The efforts to evaluate, conserve and interpret heritage sites are aimed at increasing the understanding of those who visit or dwell in them. The most desirable and effective way to make these values known is through the first hand experience of managed site visitation (US/ICOMOS Newsletter No6 (November/December 1996) http://www.icomos.org/usicomos/news/usicomos696.html)

Paradoxically few people have the luxury of tourism as planned exploration. Few return from the tourist experience with a deep understanding of local culture, and insight on local history, idiosyncrasy and intangible culture. Tourism today aims to shelter the tourist from too much exposure to the local ways of life; tourism is planned according to the characteristics of the tourist's home culture trying to maintain an homogeneous environment through the whole experience.

An alternative may be offered. The channels for delivering educational experiences through the Internet enable, if properly used, a considerable enrichment of tourism. We may develop and provide educational packages specifically aimed to prepare the tourist for a deeper cultural experience. Courses of study and self study may be provided in specific subject matters parallel to planned tourist packages. Such courses may be targeted to the specific interests of specific segments of the tourist population according to age, education level, religion, areas of interest.

In the Mediterranean, due to the cultural commonality across different countries considerable benefits may accrue if the development of such learning package will be the result of the join collaborative effort. In this way the focus on tourism may become a tool for a better understanding between the different Mediterranean societies. Tourism may become a factor of integration, development and social cohesion.

The envisioned project may develop a channel for the much demanded sustainable tourism development. Culture and nature, as bases of tourism are often used as if they were free resources, whereas their safeguard and preservation has its costs. The involvement of culture preservation institutions in the process of cultural enrichment of the tourist experience may enable the process by which tourism should finance culture. This may be one of the ways to implement the Association of Scientific Experts in Tourism (AIEST) which emphasized the need for policies that produce transfer of income from tourism to culture (UNESCOPRESS, July 15, 1996).

Eduardo Fayos –Sola director of the Human Resources Division of the World Tourism Organization reports that its General Assembly held last October in Istanbul after

approving the 1998-99 education programme suggested that extensive use should be made of the Internet in educational programming. (WTO News, November 1997).

The Internet Population

Data available from the surveys carried out by the CommerceNet a non-profit institution who monitors the development of commerce in the Internet there are today about 110 million users of the Internet. Most of them in the USA (58 million, 26% of the population). Other significant concentrations are found in Canada (6 million, 25% of the population). In Europe we have in the UK (6 million, 10.25%); Germany (5.8 million, 7.0); Austria (6.25%). All these are significan countries of origin for Mediterranean tourism as may be observed from Table 2 in the Anex.

The Human Resources Deficit in the Tourism Industry in the Mediterranean

Data from the WTO indicate the high level of growth of tourism in the expanded Middle East Region which includes North African and Eastern Mediterranean countries. Between 95/96 we observe growth rates arrivals of 27.9% for Egypt; 12.0% for Turkey;15.2 for Algeria (See Table 1 in the Anex).

Dr. Salah El-Wahab (http://www.world-tourism.org/newslett/may97/yemensem.htm) senior professor at Alexandria University (Egypt) said that the number of tourists visiting the Middle East and North Africa is expected to increase from 23 million in 1995 to 36 million in 2000 bringing a extraordinary growth in the number of tourism personnel required.

Dr. Cord Hensen-Sturm, facilitator of the MEMTTA Consortium is deeply worried with the deficit in human resources for the tourism industry in the region. He stresses the need to train also travel counselors in the origin countries so they be better able to understand the culture of the region and be better able to support their customers. He sees the facilities for training to be provided by Computer Mediated Communications through the Internet as ideal to match these needs. (Personal communication).

Multi Media Resources and Digital Libraries in the Internet

Several large scale and ambitious projects are creating now the indexes, catalogs, storage systems, search and delivery tools multimedia in the Internet. One of the most extraordinary projects in this area is Aquarelle, an European Consortium seeking to share the Cultural Heritage through Multimedia Telematics. It offers access to reference documents, images, sound samples describing the European heritage. The partners include ministries of Culture in France, Italy and Greece; several museums; publishers; IT companies and research organizations.

The user by practitioners of such cultural treasures in multimedia form demands that the counterpart of skill and capabilities be developed at the potential user level. Cultural researchers, cultural patrimony preservation personnel, trainers of trainers and of users ,

tourism related personnel should be able to integrate in their practice the large resources put at their fingertips by Aquarelle and similar projects.

The European Commission lately established the service "Trading cultural heritage information assets" (http://www.echo.lu/milia98). The site highlights the aspects that help culture heritage players to bid for funds and give access to the relevant resources developed and available with EC support. It is part of a drive to synthesise co-operation between different strands of R&D activity relevant to Cultural Heritage Assets, Electronic Commerce, Education and Training as related to Cultural Heritage.

Learning in the Internet

The Internet provides the ground for a wide variety of learning experiences. Autonomous individualized wandering through the Web is one example of unstructured learning at the individual level, completely non institutionalized. On the other hand we have highly structured learning environments which carry the learner throug a CAL like experience. In-between we have a wide variety of learning experiences that build on the rich resources available in the network and the facilities for group work and support that may vary from the highly structured to the casual.

Basically a group of persons connected through the network is able to carry its work or learning in a distributed environment without the constraints of time and place.

These groups may develop as communities of learners provided they are provided with the necessary functional and social maintenance leadership; access to learning resources; practitioners; specialized information; means to create and develop arguments.

The technological environment of the project should provide up to date support for computer supported collaborative work so as to facilitate use and enhance the feelings of community of practice

The stakeholders in the project may be identified as (following MODEM ET 1977):

- The learners, tutors and advisors, concerned with the day-to-day participation in the courses and their delivery;
- The producers – teachers and experts – concerned with the production of pedagogical materials, editorial guidelines, re-use of materials.
- The participating institutions and the administrators and the wider institutional environment including the European Commission; the WTO Human Resources Division; UNESCO.

Services to be provided

Following the joint development of Web supported courses by the participants of the project it should be able to provide the following services:

- Web based courses and telematics based learning environments focusing on tourism and the Mediterranean Cultural heritage.
- Training and support for the trainers, faculty and staff who will deliver the courses.

- Support for self study programs.
- Counseling and training for distance learners.
- Web based forums packaged for different interest groups providing follow up facilities to tourism experiences; the exchange of tips and information;
- Provision of books, documents, software and multimedia packages.
- Management of pedagogical databases.
- Support for the client software needed in for the learning process.
- Identification of users and staff; establishment of billing and settlement services.
- Marketing of services.

Content for Cross-Country Collaboration

Issues like Classical Greece; the Hellenistic Age; the Islamic Culture of the Mediterranean; Monasticism; The Byzantine Age; The Roman Empire; The Crusades;

Pilgrimage in the Mediterranean are concrete examples of issues appropriate for course development that may be of interest for groups of relevant institutions of the region.

The kind of institution that should be interested and invited to take part in such project is best exemplified with the case of the Yad Ben Zvi Institute in Israel.

The Yad Ben Zvi Institute

The Yad Ben Zvi Institute is Israel's principal institute documenting the history of the land and the city of Jerusalem, a mission to retrieve an entire historical legacy. The Institute has also as his mission the task of documenting the heritage of Sephardi Jewish communities of Muslim lands, Africa and Asia.

The Institute is also a learning center bringing together Israelis of diverse political and religious persuasions being the most popular address for Land of Israel Studies for all ages, with programs around all the country.

The scholars at Yad Ben Zvi study the country from many points of interest, including all aspects of history, as well as art, archaeology, geography, intellectual and religious thought. On the other hand the Institute is the largest provider of courses and tours in these areas of interest. Outreach programs serve new immigrants, children with special needs and underprivileged populations. The youth facility offers programs and hands-on activities to 35,000 young visitors each year.

The Institute is one of Israel's most productive publishers turning out a book or periodical every fourteen days.

Conclusion

A model for the development of courses of study based on current Internet technologies is suggested. The development of such courses may benefit from current projects in the area aiming at the digitization of cultural heritage and will implement up to date pedagogy for the development and delivery of learning through the Internet.

The model proposed will enable the countries of the region to cope with the acute needs for manpower training for the tourism industry. Consortia which are intervening in origin countries will be able to train travel counselors so as to sensitize them to the specific cultural characteristics of the region becoming better able to orient their customers.

Cultural heritage institutions and tourism may benefit from such initiative providing a deeper cultural experience for the prospective tourist through learning carried out previous to its travel and elaboration of the tourist cultural experience following it.

The proposed project will contribute to the implementation of the objectives of the Euro-Mediterranean Partnership Policy through increasing mutual understanding and acceptance between different cultural approaches in the Mediterranean basin. Furthermore the approach suggested is consonant with recent demands for a sustainable tourism policy.

Table 2

Forecasts of arrivals in the Middle East region from five major generating markets, 1990-2010

From World Tourism Forecasts to the Year 200 and Beyond

WTO, 1994.

Major generating market	Mn arrivals			% average annual change	
	1990	2000	2010	1990-2000	2000-2010
France	0.20	0.32	0.50	5.0	4.5
Germany	0.29	0.53	0.83	6.5	4.5
Japan	0.07	0.08	0.15	2.5	6.0
UK	0.29	0.47	0.73	5.0	4.5
USA	0.19	0.26	0.40	3.0	4.5
Total 5 major markets	1.03	1.66	2.61	4.9	4.6
% of total arrivals	13.7	15.0	14.6		

Table 3

Forecast of international arrivals in the Mediterranean regions of Mediterranean countries

From: Tourism in the Mediterranean, The Economist Intelligence Unit Limited, 1993

Mediterranean regions of:	Forecast for 2000
Albania	200
Algeria	1,500
Cyprus	2,000
Egypt	3,380
France	12,750
Greece	20.070
Israel	1,750
Italy	67,780
Lebanon	350
Libya	150
Malta	1,200
Monaco	280
Morocco	2,750
Spain	67,650
Syria	1,300
Tunisia	3,690
Turkey	12,000
Yugoslavia	6,140
Total	205,000

The percentage of total arrivals ascribed to the Mediterranean region by The Economist Intelligence Unit Limited in the report (1993) on Tourism in the Mediterranean is the following:

Albania	100
Algeria	75
Cyprus	100
Egypt	75
France	15
Greece	100
Israel	100
Italy	80
Lebanon	100
Libya	100
Malta	100
Monaco	100
Morocco	50
Spain	73
Syria	65
Tunisia	67
Turkey	80
Yugoslavia	88

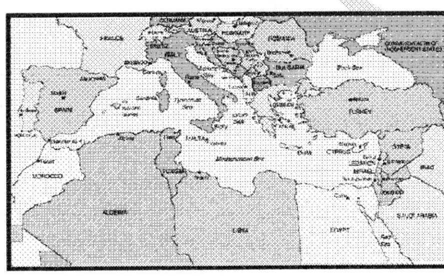
Workshop: L'altro Mediterraneo, Cagliari, April 29th/30th April 98

Culture and Tourism in the MEDITERRANEAN

Discovering the Past,
Designing the Future

DovWiner
dovw@mofet.macam98.ac.il

Culture and Tourism in the Mediterranean: Discovering the Past, Designing the Future



Introduction

- Apply the Internet to enrich the cultural experience of the Mediterranean tourist with structured educational experiences on the Mediterranean Civilizations.
- Train manpower needed for the tourism industry in the region and the countries of origin; train the trainers.
- Engage diverse stakeholders including culture preservation institutions so as develop sustainable cultural tourism development.

Culture and Tourism in the Mediterranean

- The Mediterranean as a channel for cultural, economic and political contacts.
- Significant cultural unities persist across state frontiers
- Heritage sites are preserved so their value and significance is accessible and intelligible
- These values best known through the experience of managed site visitation

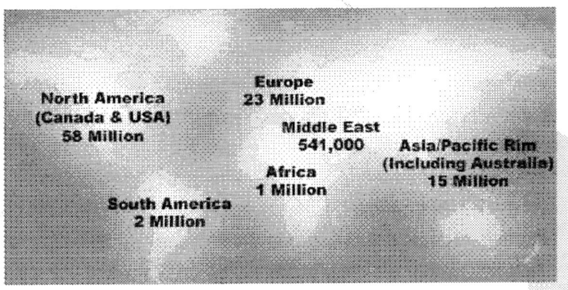
Paradox

- Tourism doesn't provide a deep understanding of local culture and insight on local history, idisioncracy and culture.
- Tourism planned according to the tourist home culture and an homogeneous environment is sought.

Alternative

- Deliver educational experiences through the Internet.
- Prepare the tourist for a deeper cultural experience.
- Subject matter parallel to planned tourist packages.
- Specific interests: age, education, religion, areas of interest.

Internet Users 1997



Opportunities and Needs

- The Internet Reaches 110 million users.
- Internet users are concentrated in countries of origin for Mediterranean tourism
- The increased tourism to new destination countries in the Mediterranean is becoming limited by manpower resources supply.

Project Characteristics

- Collaborative effort may promote better understanding between Mediterranean societies.
- Tourism as a factor of integration, development, social cohesion.
- Sustainable tourism development: cultural enrichment of tourist experience as a means of financing culture.

Learning in the Internet

- From highly structured experiences to completely casual; they build on the network resources and facilities for group work.
- Group of learners when functional and maintenance leadership is provided
- Access to learning resources, practitioners, specialized information, means to create and develop arguments.

Stakeholders

- Learners, tutors, advisers concerned day to day with participation and courses delivery.
- Producers - teachers and experts - concerned with the production of pedagogical materials, editorial guidelines, re-use of materials.
- Participating institutions: cultural institutions, museums, universities, institutes of Archaelogy, History, Geography, Environment; tourism education centers; multimedia and Web producers.
- Wider institutional framework: EU Commission, WTO, UNESCO, MEMTTA.

Trading Cultural Assets

- http://www.echo.lu/milia98
- Synthesise co-operation between different strands of R&D activity, sector-specific slice helping culture heritage players bid for funds.
- Culture heritage community gears up to reach out to on-line users, and the education community is creating tools and learning materials for a wired society.
- Culture heritage organisations are also consumers of training to build basic IT literacy.

Services to be Provided

- Web based courses and learning environments focusing on tourism and the Mediterranean Cultural heritage.
- Training and support for trainers, faculty and staff who will deliver courses.
- Support for self study programs.
- Web based forums for different interest groups as follow up of tourist experience.

Services to be Provided

- Provision of books, documents, software and multimedia pacakages.
- Management of pedagogical databases supporting course development and deployment.
- Support for client software for learning.
- Identification of users and staff, billing and settlement facilities.
- Marketing of services.

Cross Country Collaboration

- Classical Greece
- Hellenistic Age
- Islamic Culture of the Mediterranean
- Byzantine Civilization
- Pilgrimage and the Crusades
- Monasticism
- Mare Nostrum

Background:

Med Tourism through Web Supported Mediterranean Culture Courses

Dov Winer, ISOC-IL dovw@isoc.org.il

Gady Wechsler, The Ben Zvi Institute

Paper presented at the EUROMED Net Conference

Cyprus, 4-7 March 1998

Proposal

In accord with the objectives of the Euro-Mediterranean Partnership Policy we propose joint Euro-Mediterranean telematised teams for the development of telematics-based courses of studies related to the cultural heritage of the region and tourism. These courses will support the training of tourism related personnel; they

will enhance and enrich the tourist experience by providing focused preparation anticipating and following the tourist experience in the region. An approach focusing on specific cultural periods or event will orient the choice of themes to be developed in cross countries programs.

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essential for this. The use of telematic instruments, such as the Internet, are pointed out as useful for this purpose. The information related structures have to be developed, and among them those able to support projects related to tele-training. The socio-cultural context is emphasized for the intelligent transfer of technology and knowledge.

The following proposal aims at implementing these policy guidelines through the establishment of telematics-base development teams composed by the faculty and staff of cultural and tourism related institutions of the area.

The challenge

The Mediterranean provides a ready channel for cultural, economic and political contacts. It is the focus of interwoven civilizations while significant cultural unities persist across state frontiers.

We preserve our heritage sites with an educational intent, to make sure that their value and significance are made accessible and intelligible. The efforts to evaluate, conserve and interpret heritage sites are aimed at increasing the understanding of those who visit or dwell in them. The most desirable and effective way to make these values known is through the first hand experience of managed site visitation (US/ICOMOS Newsletter No6 (November/December 1996)
http://www.icomos.org/usicomos/news/usicomos696.html)

Paradoxically few people have the luxury of tourism as planned exploration. Few return from the tourist experience with a deep understanding of local culture, and insight on local history, idiosyncrasy and intangible culture. Tourism today aims to shelter the tourist from too much exposure to the local ways of life; tourism is planned according to the characteristics of the tourist's home culture trying to maintain an homogeneous environment through the whole experience.

An alternative may be offered. The channels for delivering educational experiences through the Internet enable, if properly used, a considerable enrichment of tourism. We may develop and provide educational packages specifically aimed to prepare the tourist for a deeper cultural experience. Courses of study and self study may be provided in specific subject matters parallel to planned tourist packages. Such courses may be targeted to the specific interests of specific segments of the tourist population according to age, education level, religion, areas of interest.

In the Mediterranean, due to the cultural commonality across different countries considerable benefits may accrue if the development of such learning package will be the result of the join collaborative effort. In this way the focus on tourism may become a tool for a better understanding between the different Mediterranean societies. Tourism may become a factor of integration, development and social cohesion.

The envisioned project may develop a channel for the much demanded sustainable tourism development. Culture and nature, as bases of tourism are often used as if they were free resources, whereas their safeguard and preservation has its costs. The involvement of culture preservation institutions in the process of cultural enrichment of the tourist experience may enable the process by which tourism should finance culture. This may be one of the ways to implement the Association of Scientific Experts in

Tourism (AIEST) which emphasized the need for policies that produce transfer of income from tourism to culture (UNESCOPRESS, July 15, 1996).

Eduardo Fayos –Sola director of the Human Resources Division of the World Tourism Organization reports that its General Assembly held last October in Istanbul after approving the 1998-99 education programme suggested that extensive use should be made of the Internet in educational programming. (WTO News, November 1997).

Multi Media Resources and Digital Libraries in the Internet

Several large scale and ambitious projects are creating now the indexes, catalogs, storage systems, search and delivery tools multimedia in the Internet. One of the most extraordinary projects in this area is Aquarelle, an European Consortium seeking to share the Cultural Heritage through Multimedia Telematics. It offers access to reference documents, images, sound samples describing the European heritage. The partners include ministries of Culture in France, Italy and Greece; several museums; publishers; IT companies and research organizations.

The user by practitioners of such cultural treasures in multimedia form demands that the counterpart of skill and capabilities be developed at the potential user level. Cultural researchers, cultural patrimony preservation personnel, trainers of trainers and of users , tourism related personnel should be able to integrate in their practice the large resources put at their fingertips by Aquarelle and similar projects.

Learning in the Internet

The Internet provides the ground for a wide variety of learning experiences. Autonomous individualized wandering through the Web is one example of unstructured learning at the individual level, completely non institutionalized. On the other hand we have highly structured learning environments which carry the learner throug a CAL like experience. In-between we have a wide variety of learning experiences that build on the rich resources available in the network and the facilities for group work and support that may vary from the highly structured to the casual.

Basically a group of persons connected through the network is able to carry its work or learning in a distributed environment without the constraints of time and place.

These groups may develop as communities of learners provided they are provided with the necessary functional and social maintenance leadership; access to learning resources; practitioners; specialized information; means to create and develop arguments.

The technological environment of the project should provide up to date support for computer supported collaborative work so as to facilitate use and enhance the feelings of community of practice

The stakeholders in the project may be identified as (following MODEM ET 1977):

- The learners, tutors and advisors, concerned with the day-to-day participation in the courses and their delivery;

- The producers – teachers and experts – concerned with the production of pedagogical materials, editorial guidelines, re-use of materials.
- The participating institutions and the administrators and the wider institutional environment including the European Commission; the WTO Human Resources Division; UNESCO.

Services to be provided

Following the joint development of Web supported courses by the participants of the project it should be able to provide the following services:

- Web based courses and telematics based learning environments focusing on tourism and the Mediterranean Cultural heritage.
- Training and support for the trainers, faculty and staff who will deliver the courses.
- Support for self study programs.
- Counseling and training for distance learners.
- Web based forums packaged for different interest groups providing follow up facilities to tourism experiences; the exchange of tips and information;
- Provision of books, documents, software and multimedia packages.
- Management of pedagogical databases.
- Support for the client software needed in for the learning process.
- Identification of users and staff; establishment of billing and settlement services.
- Marketing of services.

Content for Cross-Country Collaboration

Issues like Classical Greece; the Hellenistic Age; the Islamic Culture of the Mediterranean; Monasticism; The Byzantine Age; The Roman Empire; The Crusades;

Pilgrimage in the Mediterranean are concrete examples of issues appropriate for course development that may be of interest for groups of relevant institutions of the region.

The kind of institution that should be interested and invited to take part in such project is best exemplified with the case of the Yad Ben Zvi Institute in Israel.

The Yad Ben Zvi Institute

The Yad Ben Zvi Institute is Israel's principal institute documenting the history of the land and the city of Jerusalem, a mission to retrieve an entire historical legacy. The Institute has also as his mission the task of documenting the heritage of Sephardi Jewish communities of Muslim lands, Africa and Asia.

The Institute is also a learning center bringing together Israelis of diverse political and religious persuasions being the most popular address for Land of Israel Studies for all ages, with programs around all the country.

The scholars at Yad Ben Zvi study the country from many points of interest, including all aspects of history, as well as art, archaeology, geography, intellectual and religious thought. On the other hand the Institute is the largest provider of courses and tours in these areas of interest. Outreach programs serve new immigrants, children with special needs and underprivileged populations. The youth facility offers programs and hands-on activities to 35,000 young visitors each year.

The Institute is one of Israel's most productive publishers turning out a book or periodical every fourteen days.

Conclusion

A model for the development of courses of study based on current Internet technologies is suggested. The development of such courses may benefit from current projects in the area of aiming at the digitization of cultural heritage and will implement up to date pedagogy for the development and delivery of learning through the Interne. Cultural heritage institutions and tourism may benefit from such initiative providing a deeper cultural experience for the prospective tourist through learning previous to its travel and elaboration of the tourist cultural experience following it.

The proposed project will contribute to the implementation of the objectives of the Euro-Mediterranean Partnership Policy through increasing mutual understanding and acceptance between different cultural approaches in the Mediterranean basin. Furthermore the approach suggested is consonant with recent demands for a sustainable tourism policy.

Culture and Tourism in the Med

Artifacts: Discovering the past, designing the future.

Objectives

1. The main objective of the project is to provide an enriched cultural experience of tourism in the region by embedding the tourist experience into educational ones. The project will answer to the need of rediscovering values, historical heritage and itineraries of the Mediterranean culture. The focus of the content of the project will be artifacts (languages, cities, art, literature, knowledges etc.) developed by Mediterranean civilizations.(Egypt, Greece, Rome, Islamic, Christian, Jewish).
2. This approach will enable us to bridge the gap between past and future, between old Mediterranean civilization and the future Global Information Society.
3. A main characteristic of this project will be cultural and educational: to enable the young and not so young EuroMed generations to be proud of their cultural heritage and prepare themselves to the future Knowledge Society.
4. To integrate culture and tourism and create new opportunities for tourism in the EuroMed region and to use this as a source of funding for further work on cultural preservation.

Actors

1. The main cultural cities of the region will serve as the focus for the development of the project. For example, historical cities like Athens, Alexandria, Rome, Jerusalem and more modern cultural cities like Barcelona or Lisbon.
2. Culture and heritage preservation institutions (Museums, Archaeological Institutes, Cultural Foundations, Universities,), content providers (Publishers, Multimedia producers), local authorities (Departments of Culture and Tourism), Web presence providers, Educational institutions.

Products and Services to be Provided

1. Web based courses and telematic learning environments.
2. Training and support for the trainers, faculty and staff who will deliver the courses.
3. Support for self-study programs
4. Counselling and training for distant learners
5. Web based forums packaged for different interest groups providing follow up facilities for tourist experiences; the exchange of tips and information.
6. Provision of books, documents, software, multimedia packages, music CDs and video.
7. Identification of users and staff; establishment of billing and settlement.
8. Marketing of services.

Possible Partners (Tentative list):

Institute of Culture of the Barcelona City Hall (Spain);
Universitat Politecnica de Catalunya (Spain);
RITSEC (Egypt)
Missao para a Sociedade de Informacao (Portugal)
Lambrakis Foundation (Greece)
UnionCamere (Italy)
Historical Cities Network
World Tourism Organization
Radio France Internationale
The Consortium of Tourism in Barcelona
Yad Ben Zvi Institute (Israel)

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Some new ideas for the Artifact Project.

Artur Serra

UPC.

20 March 1998.

The Artifacts projects , promoting the Information Society in the Med.

The objective is developing a program that can link the rich cultural tradition with the future Information Society in the Med. A basic concept that can do this task is artifact, the basic peace of culture. Another could be knowledge. In fact a culture can be defined by a set of artifacts, or a share knowledge. In any case, knowledge can be seen as a human artifact, and artifacts as something specific of human knowledge.

On these basis, we can develop a project of promotion of the global information society in the Mediterranean countries, sounded in well known cultural traditions.

Parts of the project could be:

I. The Mediterranean: Cities of Knowledge.

Discovering the past, designing the future.

Religions, sciences, technologies: The knowledge as creation, discovery and design.

Jerusalem, Athens, Barcelona.

The Mediterranean as the Sea of Knowledge: A tourist and educational tour in the Mediterranean as the Sea of Civilizations. It could start in Jerusalem, the city of Three Religions, or El Cairo, with the Egyptian culture, going through the Med to Athens, fatherland of the modern scientific civilization and ending in the Med far-west in Barcelona, city of design, looking at the future. (Hei! it sounds nice, is'nt it?)

The universities and particular research institutions could be the places to visit. Tourism of knowledge. Inside this area we could develop the Language area: The Med as the bedrock of languages: alphabet, mathematics and logic and algorithms, three Med inventions basic tools for the knowledges.

From this first artifact, to a more traditional artifact: the Cities of Networks and People.

II. The Mediterranean: Cities of Networks and People.

Actors: Jericho, (the first human urban settlement), the first city

Jerusalem

Alexandria, the first cospomolis or global city.

Marraquesh

Barcelona, a networked city

The basic idea is that the knowledge society is a human networked society. The Mediterranean city is a settlement thought for human interactivity (the forum, the zoco, ...), based in networks of all kind (electricity, gas, public roads, telephone, and know Internet). The idea of network was born in a city. Now digital cities are strongly supported by Med cities like Barcelona, Bologna, and others (Telecities, European Alliance of Community Networking,...) I think this part of the program could be supported by companies of networks (electricity, gas, telecom...).

It is a good moment when they expect to invest a lot in fiber and so on.

Another artifact, basic for the culture and tourism, is education:

III. The Mediterreanean and the Educational cities.

A key artifact born in our sea was the education as artifact, the school, then the University (I think it was an arab invention). The greeks invented the division of disciplines, Trivium-Quadrivium. The whole Greek Paideia is based in the idea that human being can be educated, artificially. Even now in the US, they called the studies "liberal-arts". Education as arts, as artifact.

I think you, Dov, has here a lot to do with your Mofet Institute.

Finally,

IV. Mediterranean Cuisine: the first artifact.

The Med is the place of creative and healthy cuisine good.

Cuisine is may be the first human artifact. The culture is rooted in the use of fire to cook. You could discover human culture by analyzing how people cook the food. The idea is selling in a educational and tourist trip the scientific proved qualities of the Med cuisine. A table plenty of Med food is the classical Med agape (love and food together, good for peace).

Companies of agribusiness sector could afford this project.

In the other side, a directory of the best Med restaurants and maitres de cuisine could be made.

In Catalonia we have some good contacts with the sector to organize a conference on Cuisine and the Information Society, that could be part of this effort. Projects like Med-Agrinet could be consider feeding this area.

Abundant scientific literature about Mediterranean Diet can nourish these topics.

Dov Winer



Dov Winer was born in S.Paulo, Brazil; Coming to Israel he has been a Kibbutz member (Bror Chail). Married to Silvana Abush he has three children, Tamara, Iara and Matan and now lives in Zur Hadassah, near Jerusalem.

A psychologist (Hebrew University), he established and managed the Applied Research Unit in the P.Sapir Regional College of the Negev. He teached courses on Decision Making in the Behavioral Sciences Department in Ben Gurion University.

Starting in 1988, he initiated several projects related to Computer Mediated Communications (CMC) applications. These initial projects evolved into the MAKASH educational network in Israel which now includes almost 200 schools and the KESHEV agriculture networking corporation (owned by his former Kibbutz).

Fascinated with the potential offered by CMC for community development and integration of dispersed communities he proposed the establishment of the Global Jewish Information Network in 1988. Having obtained the support of the Knesset and the Ministr y of Communications he carried out the detailed planning of the network (1991/92). He established and moderated since then, the conference JEWISHNT, which today, with its 1750 members and many redistribution points, became the central clearinghouse for Global Jewish Information Networking in the Internet (Jewishnt@bguvm.bgu.ac.il). In 1994 he published the Global Jewish Networking Handbook. In 1993 the JewishNet server was established and since its transference to a new location in May 1995 several tens of thousands of visitors have been registered. (http://www.jewishnet.net).

The Strategic Planning Unit of the Jewish Agency asked him to establish and moderate the "Israel 2020 - Israel/Diaspora Relations and Strategic Planning for Israel" CMC discussion. More t han 150 specialists from abroad and Israel were invited and participated in this program discussing planning alternatives proposed for Israel as they relate to developments in the Jewish People at large (IL-2020@bguvm.bgu.ac.il).

The Observatory of Jewish Education Projects and Resources in the Internet, is presently one of his main efforts which will ultimately map existing resources and create a community of practice for Jewish networked education.

The Virtual Zionist Congress, 1997 which he initiated is a pioneering experiment in a networked discussion and decision making process concerning the main issues of a Global Jewish Agenda .

He has served as a consultant for several public and private institutions; among them the Information Technologies Division of the Ministry of Communications. Later he consulted for the Israeli Industry Center for Research and Development (MATIMOP). He established and managed the program introducing the Internet to the Israeli industry (1993/94). Dissemination programs, training materials and seminars were developed advancing thi s program. He established and managed, in this framework the "MOP - Israeli Industry
R & D Information Server" gopher, precursor of the present "Advanced Technologies from Israel" database.

He has been among the founders of the Internet Society - Israeli Chapter and has been elected to its board of directors in the first elections held by ILA, the Israeli Information Technologies Association. He is developing in this framework the G7 - Global Inventory Project National Web Page for Israel and advancing the Inter-Med Program .

The Inter-Med framework is the backgroung for his initiatives establishing the MED-Agrinet Network and the Euro-Mediterranean Joint Teachers and In-Service Trainers Development teams. He has been invited by the European Commission to participate as an expert in the Rome Ministers Conference: The Creation of the EuroMediterranean Information Society (30/31 May 96).

The establishment of the National Teachers Colleges Network in Israel (MACAM98) is presently his major project. He participated as a consultant in the definition of the network architecture and services. He has carried out the training and now manage the Development Team for the network. This is the major educational networking effort in Israel today and involves an intensive pr ogram of training, dissemination and development of CMC based educational projects. Several Virtual Learning Environments were developed by the Development Team in the recent academic year (Hebrew).

As a consultant for the Ministry of Science he is now the overseer for the projects supported by the National Committee for Telematics Intrastructures in the framework of the Israeli Information Super Highway Initiative.

He has established and carried out several training programs aimed at introducing new users to the network and in focusing the use of the network by veteran users according to their specific needs. He has published and presented in many international and national conferences.

Mail to Dov Winer

Telecommuting Centers as a mean to build a virtual civil society: a pre-proposal

Telecenters are a type of small office, located closer to employee's homes than the main office, where they go to work. A telecenter is the blend of the normal work area and telecommuting from home. These centers usually house a number of workstations with networking capabilities, video conference facilities and basic office services (fax, Xerox, printers,etc.). The benefit of telecenters is that they eliminate the need for the employee to commute long distances, wasting both time and productivity. The local conditions of Shaar Hanegev region and Gaza strip may benefit from telecenters for different reasons:

1. The Gaza strip is part of the Palestinian Authority, which has no territorial continuity with the West Bank. Transit between the two parts is controlled (and sometimes seriously limited) by Israel military authorities. A telecenter would provide the means to distance learning, telework and electronic meetings not only with sites in the West Bank, but to end users all over the world.

2. The average unemployment in Israel is 8.5 %, but in the Northern Negev it reaches about 13%. A telecenter can open working opportunities of work places for the local population in Tel Aviv or even in Europe.

While the technologies needed to establish a telecenter are available, the critical factors of success are less known. In California, for instance, 45 telecenters have opened since 1991, but only 22 still exist. The setting up of a successful telecenter requires a lot of planning and an understanding of the local conditions and specific needs of the prospective clients of the planned telecenter.

Our proposed project is to establish a partnership between a Palestinian Institution and an Israeli one toward the installation of two linked telecenters: one in Gaza and one in Shaar Hanegev region. Each center could provide the other a gateway to reach contacts for business, education or cultural purposes. The sharing of knowledge and distribution of the planning effort between the two institutions can increase the efficiency of the process and the effectiveness of the telecenters.

In addition to serving each side its specific interests, the joint effort can lead to the creation of a "virtual civil society" including both communities: a voluntary, people-centered framework permitting the exchange of knowledge and the establishment of joint ventures in areas such as business, education and culture.

The proposed Israeli partner is the Negev College, through the recently established Negev Institute for Strategics of Peace and Development (NISPED). We are looking for a Palestinian institution with similar goals to prepare a joint proposal.

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Negev Institute for Strategies
of Peace and Development
(NISPED)

מכללת
ספיר
Negev College

מכון הנגב לאסטרטגיות
של שלום ופיתוח

The Negev Institute for Strategies of Peace and Development (NISPED)

On July 1, 1997 the Negev College announced the establishment of a new institute, the Negev Institute for Strategies of Peace and Development (NISPED).

The scope and nature of the institute derive from certain basic concepts. Among these are:

1. Although we are presently living in the post-cold-war era, the search for peace and the issue of conflict resolution remain central - and indeed frequently burning - issues on humanity's global agenda. The UN estimates that in 1995 there were over 50 serious and extensive conflicts in the world. More than 4 million people have been killed in these conflicts and more than 30 million have become refugees. Some 90 % of these victims were drawn from the civilian population.In addition, partial, unstable and temporary forms of conflict resolution may be found in almost every region. Moreover, tensions and frictions. within nations and between them require what may be termed pre-conflict resolution if they are not to degenerate into violence. Global-scale peace may be the order of the day; peace on the globe is an as yet unachieved goal.

2. The process of conflict resolution undoubtedly rests on the initiative and active involvement of governments and of political institutions (national and more and more frequently international and "great power" as well) both at the initiatory stages and on an ongoing basis. This is true whether the conflict is between countries or between ethnic, religious, tribal or social groups within one country. But we now also recognize the fact that governmental/political

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agreements, however carefully crafted and however effectively underwritten by international agencies or by major powers cannot, by themselves, serve as the creators and guarantors of a long-term peace process. Such a process must consist of more than carefully phrased documents or of moving oratory enunciated on impressive ceremonial occasions. It must find expression in terms of concrete, tangible reality; in terms of meaningful and durable changes in the lives of those who were yesterday's enemies. For this to happen, two further elements must find their place in the peace process,in addition to the initiations, negotiations and conclusions of the political institutions.

3. Firstly, the peace process must find real and immediate expression in the economic and social realities of people's lives. Peace will take root and flourish only in conditions of growing mutual confidence, of deepening mutual understanding and knowledge, of a process of effective cooperation. The achievement of all of these requires direct interaction between broad sectors of society. For this to come about the organizations and institutions today grouped under the heading of the "civil society" (i.e. the voluntary, people-centered frameworks) must become actively involved in the peace process. What is required is the development of a people-to-people peace process, parallel to that carried out by the governmental and the political institutions.

4. The areas in which elements of the civil society (generally present on both sides of the conflict) can develop structures which promote interaction, mutual understanding and concrete partnership are numerous. Here we will set out some of them:

a) Health. Voluntary organizations play a growing role in this area. These include organizations of doctors and of nurses; various medical institutions; first aid providers; bodies offering support for the handicapped, the aged, the victims of one disease or another; organizations designed to provide information and guidance to the general public and more.

b) Women's rights and interests. Here we find organizations active in the field as a whole, as well as those concerned specifically with education, with financial and business initiatives, with public information etc.

c) Environmental protection and ecology. Civil society bodies have been and are the point of thrust in the struggle for the protection of nature and the promotion of ecological well-being almost everywhere in the world.

d) Education. A web of voluntary organizations operates in the field of education at all levels from pre-kindergarten through university. These count teachers, education workers, students, parents and concerned citizens in their ranks and are active both in formal and in non-formal education.

e) Development and particularly rural and agricultural development. Beyond the responsibilities of government in this regard (see below) there is great for cooperation between farmer's organizations, agricultural and other cooperatives, workers' organizations, employers' associations etc.

f) Business and commerce. Again, beyond the area of governmental responsibility and beyond the broad fields of direct economic interaction lie the possibilities for creative joint endeavour on the part of chambers of commerce, industrial associations, mercantile groupings etc.

g) Culture and the arts. Theatre, music, the fine arts, the media all provide ample frameworks for effective cooperation by civil society bodies.

h) Youth. Organizations and movements of young people as well as other groups drawn from the sphere of non-formal education are important components of the civil society and can make a significant contribution to the peace process.

i) Universities and research. Cooperation in these areas is of importance not only in and of itself but as a vehicle for the support of activities listed under the afore-mentioned headings.

As noted, these are but a few of the areas in which it is both possible and desirable to develop the people-to-people peace process.

5. Secondly, in addition to the processes discussed above, it is also necessary to develop yet a further interaction if the peace process is to succeed, and this is the interaction between conflict resolution and development. The need to promote this linkage is both immediate and pressing. In virtually every conflict resolution situation there exists a population which, after years of military or

quasi-military service or after years of existence under the dual shadow of military government and of conflict now enters a stage in which near-normal development has at last become a realistic possibility. Moreover, one of the most important aspects of every conflict resolution process is the hope that peace will serve as the basis for a major leap forward in terms of development, of basic needs satisfaction, of enhanced standards of living - but, no less, for better education, health, housing, food supply and employment. In addition, the peace process requires the creation of circumstances which can promote the integration of former enemies, including those formerly designated as "terrorists" or "foreign agents" and this can only take place in the context of a programme of socio-economic advance.

Development is significant in conflict resolution between neighboring countries, but perhaps even more so in terms of conflict between groups or sectors within one country. One may note that development expectations are not limited to the realm of the socio-economic, central though this may be. They extend to the process of democratization and to the protection of human rights as well. When democratization is not linked with conflict resolution, the use of violence can again be regarded as a legitimate mode for the achievement of goals.
The price to be paid for the failure to link conflict resolution and development is a high one indeed. It extends not only to the loss of a perhaps irretrievable opportunity, but to the endangering of the peace process itself. Without development, significant sectors of the population, just recently liberated from the conflict situation, may be tempted to turn to crime or to return to the conflict once again. Where poverty and despair remain as they were the danger of a drift towards the renewal of old hatreds, toward religious fanaticism, toward extreme nationalism is all too real The linkage between development (including democratization) and the peace process is vital for both.

Clearly, the development linked to the peace process has much in common with development per se. This is true in regard to the need to focus on sustainable human development; on the enhanced satisfaction of basic human needs such as food,shelter,education,health, welfare,culture, employment,freedom; on the need

to insure the direct involvement of people's organizations in the development process and more. But it is also true that attention must be paid to the specificities which derive from the needs and conditions characteristic of the transition from conflict to peace.

6. A further point of importance which emerges from consideration both of the role of the people-to-people peace process and of the link between conflict resolution and sustainable human development is that the civil society, the non-governmental and voluntary frameworks have an important role to play in both these "intersections". The Institute will therefore be concerned with contributing to their further development, through leadership training and in other ways.

7. The area of concern and the focus of interest of the Institute are now clearly visible. It will serve as a center for education, training, research and project development in regard to the above-mentioned concentric circles of interaction and intersection. It will seek to contribute to:

a) the furtherance of the people-to-people peace process and its integration with political-governmental conflict resolution activity.

b) the delineation of those aspects of sustainable human development made possible and made requisite by and through the peace process and the furtherance of their integration into that process.

c) the promotion and advance of components of the civil society and the enhancement of their role in and contribution to the above.

8. To this end the Institute will conduct activities in the following areas:

a) Training. The Institute will organize and conduct courses, seminars, symposia, study tours etc. for leaders, activists, trainers drawn from relevant institutions and organizations. These will be of relatively short duration (10 days to 6 weeks) and will be held both in Israel and abroad.

b) Formal education. The Institute will develop and conduct courses of interdisciplinary study dealing with conflict resolution, with sustainable human development and with the relationship between them as well as with other

relavent subjects. In the first instance these will be courses for credit and for the award of a diploma; later they will be expanded into a degree granting framework.

c) Projects. The Institute will be concerned with the planning, promotion, guidance and evaluation of concrete projects relevant to its focus of interest, both in our immediate geographical area and further afield.

d) Research. The Institute will seek to develop and promote research relevant to a, b, c above.

e) Consultancy. The Institute will offer consultancy services to public and private institutions in Israel and abroad in the areas with which it is concerned.

The Institute is at the outset of its activity and therefore must proceed step by step, from modest beginnings toward the realization of this programme. But these are the parameters of its horizons.

The Institute is an affiliate of the Negev College and functions within its framework. It enjoys full academic freedom and is self-administered. It will seek to work and cooperate with like-minded bodies in Israel and abroad. Its staff hopes to create an institution of quality and of commitment which can contribute to the furtherance of peace and to the promotion of development in a variety of ways and across a geographic spectrum which starts from ourselves and our nearest neighbors and extends outward across the globe. To these ends the Institute came into being; to their furtherance and achievement it will dedicate its best efforts.

Euro-Mediterranean Joint Teachers and Trainers Development Teams:

an open proposal

Dov Winer

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Summary

In accord with the objectives of the Euromediterranean Partnership Policy we propose joint Euro-Mediterranean telematised teams for the the development of computer mediated communications based courses of studies. The development teams will be composed by teacher educators or in-service trainers from the different countries of the area. A **collaborative approach** requiring essential input from all partners to the joint final product will guide the establishment and working procedures of the different teams. Communications tools supporting joint work of these teams will be selected following an **appropriate technology** orientation. Appropriate technologies like email (store and forward, online/offline), mail and file servers, email based working groups and virtual seminars allow full participation of developers established in countries where the telecommunications infrastructure still needs to be enhanced. The **content** of the CMC modules/courses of studies to be developed by the joint teams will focus on subject matters of mutual interest for Euro-Mediterranean countries, e.g.: translation and adaptation of existing modules to local needs; methodologies for introducing teachers to the use of the network in current educational practice; Water as an interdisciplinary focus of studies; a comparative approach to different sources of the common cultural heritage; training trainers in drug-prevention programs; and an historical approach to Mathematics (stressing the Arab contribution).

Introduction

The European Union in cooperation with its Mediterranean partners has established the Euromediterranean Partnership Policy. The main objectives of the policy include the creation of an area of shared prosperity, and to promote a partnership in social, cultural and human affairs. The note from the Italian Presidency (5958/96 Scientific and technological cooperation between the EU and MTC) emphasizes that cultural cohesion is a basis for fruitful scientific and technological cooperation. It points to the need to promote initiatives which increase the mutual understanding and acceptance between the different cultural approaches in the Mediterranean basin. The intensification of relations (exchanges of persons, knowledge and information) is essential for this. The use of telematic instruments, like the Internet are pointed out as useful for this purpose. The necessary information society related infrastructures have to be developed, and among them those able to support projects related to tele-training.

The lines of action suggested in the note include capacity building, joint research and technology transfer. For capacity building, stress is put on the appropriate infrastructural context. Networking and information society technologies will help to increase efficiency, provided that the necessary infrastructures are put in place. The socio-cultural context is emphasized for the intelligent transfer of technology and knowledge.

The following proposal aims at implementing these policy guidelines through the establishment of telematics based development teams composed by teacher educators or in-service trainers.

The Challenge

Many approaches to course development, distribution, and technology transfer may be adapted for specific technical /technological subject matters or highly structured knowledge areas. Approaches, implementing sophisticated multimedia or broadband broadcasting devices are limiting in the participation space allocated for professionals in whose countries sophisticated telecommunications and computing technologies are still being developed.

The creation of space for full participation may require an alternative/complementary approach. Settings should be created were developers from countries of the area meet and jointly participate in the process of knowledge building and course development. Such an approach would recognize the societal basis for knowledge creation, legitimization and distribution; it requires close collaboration between the partners from different cultural background. Each of the partners should be allocated some essential components towards completion of the end product. An additional requirement of such an alternative approach is that the working base for the development team and the end product should be the use of appropriate technologies. Such an approach would also be appropriate for less highly structured, or less technological subject matters. The end products, telematised modules and courses of study should permit their use by wide circles of learners, teachers and trainers.

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(1) Forming the learning circle: a topic is selected and members of the group meet electronically exchanging introductions and general information. (2) Project planning: the group task is defined and planned and different roles allocated. (3) Accomplishing the task: members work closely with their local and distant peers accomplishing their agreed task. (4) Publication. (5) Sharing and evaluating publications.

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In the Mediterranean basin there is wide disparity in the quality and extension of telecommunications infrastructures available in different countries. Upgrading these structures is a major challenge to be accomplished in the next coming years. These infrastructures determine which telematics technologies may be appropriate for joint collaborative work between participants from different countries.

Two broad classes of telematics technologies should be distinguished. On the one hand there are those technologies requiring effective broadband communication and continuous online interaction between the user and a central computer and the applications supported in such environment: heavy graphics and telematised multimedia; WWW servers accessed through graphics supporting browsers; interactive video networked applications.

On the other hand we have those technologies that do not need a continuous online channell (online/offline modes of operation); its applications can be accessed using lower capacity channels; are able to operate with lower quality phone lines. Online/offline, store/forward, electronic mail systems lay at the core of these technologies. Fortunately they are able to support one-to-one and one to many communication systems; they allow for asynchronous computer conferencing; the maintenance of mailing archives; search and retrieval of information from files archives and more. They are perfectly well adapted to support the computer mediated communications needed for the creation, maintenance and supporting environment of virtual working groups.

This set of technologies are the best adapted for the creation of a common ground for the involvement on an equal footing of all the Mediterranean basin countries.

Following a necessary survey of standing conditions a basic connectivity and training kit, will be developed. It will be able to shorten the process of introducing teacher educators or in-service trainers to the network: create a connection and use email, email conferencing, news, and files retrieval. These are the basic skills needed for their professional expression in the framework of the development working groups.

Development teams in the Mofet Institute and the National Teachers' Colleges Network

The Mofet Institute is the central R & D Institution of the Teachers' Colleges in Israel. In cooperation with the Tomorrow 98 (MAHAR 98) program for scientific and technological education in Israel it has established the National Teachers' Colleges Network in Israel. The network, part of the global Internet, will eventually serve some 6,000 teachers educators in the colleges and about 40,000 students. Already 20 of the largest 35 Colleges have been connected to the network.

An important tool in the work of the Mofet Institute is the establishment of curriculum development teams. These peer teams have as their primary objectives the improvement of curricula and the preparation of learning materials for training teaching personnel in all basic areas. The culminating goal, taking place over a period of two years, is the completion of a curricular module, or a series of modules which are then published and made available to teacher trainers. These include: a theoretical component, a full array of didactic features, recommendations concerning methodology and suggestions for student activities. More than 30 development teams were active in the academic year 1995-96.

The concept of a development team was adapted to the needs of a telematised learning environment when the National Teachers Colleges Network was planned and established. A development team for the network composed of 26 experienced teachers of teachers was established. In their initial year the team focused on the development of teaching materials and methodologies for network use. In their second year several telematised teams were established dealing with: Pedagogical Orientation and Support for inservice training of new teachers; Pedagogical orientation to would-be teachers supporting secondary students; Mathematics in the elementary school; English as a second language; the Bible; Water as the focus of an interdisciplinary curriculum; Literature (Poetry); and Theoretical and pragmatic considerations in the introduction of Computer Mediated Communications projects in schools.

The experience accumulated with these development teams lay at the root of the present open proposal. As part of the preparations for this proposal implementation a survey is now being initiated in the MACAM98 network to identify teachers educators willing to take part in joint development teams to be established with Euro-Mediterranean partners.

An Open Ended Approach

Several contacts were made in the following frameworks: the Intermed 96 Conference in Barcelona (January); the ERCIM preparatory workshop in Sophia-Antipolis - Research and Information Technologies; the NETTUNO preparatory workshop in Brussels - Technical Innovation on Education and Training. There is a readiness for cooperation and it leads me to believe that the above approach may succeed in a broad Euro-Mediterranean framework.

Projects originating from Italy, France, Spain, Greece, Turkey, Cyprus, Lebanon, Egipt, Tunis, Marroco, Malta, Algeria were presented in these meetings and some of them may eventually find a common denominator. We already received several expressions of active interest in the establishment of joint development teams.

Continuing contacts will be made in these different countries prior to the Rome Conference seeking to define promising areas and projects for the establishment of joint development teams.

References:

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The Creation of the Euro-Mediterranean Information Society: communication, education and training, research.

Rome 30-31 May 1996

MODEL FORM OF PILOT PROJECT

1) TITLE

Euro-Mediterranean Joint Teachers and Trainers Development Teams: an open proposal.

2) ABSTRACT

In accord with the objectives of the Euromediterranean Partnership Policy we propose joint Euro-Mediterranean telematised teams for the the development of computer mediated communications based courses of studies. The development teams will be composed by teacher educators or in-service trainers from the different countries of the area. A **collaborative approach** requiring essential input from all partners to the joint final product will guide the establishment and working procedures of the different teams. Communications tools supporting joint work of these teams will be selected following an **appropriate technology** orientation. Appropriate technologies like email (store and forward, online/offline), mail and file servers, email based working groups and virtual seminars allow full participation of developers established in countries where the telecommunications infrastructure still needs to be enhanced. The **content** of the CMC modules/courses of studies to be developed by the joint teams will focus on subject matters of mutual interest for Euro-Mediterranean countries, e.g.: translation and adaptation of existing modules to local needs; methodologies for introducing teachers to the use of the network in current educational practice; Water as an interdisciplinary focus of studies; a comparative approach to different sources of the common cultural heritage; and an historical approach to Mathematics (stressing the Arab contribution); training trainers in drug-prevention programs.

3) ORGANIZATION INFORMATION

Organization Name:
Mofet Institute - MACAM98: National Teachers' Colleges Network
Address:
15 Shoshan Presitz St, P.O.B. 48130 Tel Aviv 61481, Israel
Tel:
(972) 3 6902406
Fax:
(972) 3 6902449
E-mail:
dovw@mofet.macam98.ac.il

Kind of organization:

public X private __ school __ university __ research center X

activity sector:

Central Research and Development Institute of the Teachers' Colleges in Israel

contact person
surname: Winer
name: Dov (Bernardo)
role: Director, Development Team, National Teachers' Colleges Network
direct Tel: (972) 2 332286 Fax: (972) 3 6902449

4) PILOT PROJECT PROPOSAL

Countries involved: Spain, Italy, Israel, Greece and potentially all the other Mediterranean countries specially Egipt, Malta, Cyprus
Forecast partners:
Partners research:
Sector: Communication X Education X Training X Research X

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The lines of action suggested in the note include capacity building, joint research and technology transfer. For capacity building, stress is put on the appropriate infrastructural context. Networking and information society technologies will help to increase efficiency, provided that the necessary infrastructures are put in place. The socio-cultural context is emphasized for the intelligent transfer of technology and knowledge.
The following proposal aims at implementing these policy guidelines through the establishment of telematics based development teams composed by teacher educators or in-service trainers.

The Challenge

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The creation of space for full participation may require an alternative/complementary approach. Settings should be created were developers from countries of the area meet and jointly participate in the process of knowledge building and course development. Such an approach would recognize the societal basis for knowledge creation, legitimization and distribution; it requires close collaboration between the partners from different cultural background. Each of the partners should be allocated some essential components towards completion of the end product. An additional requirement of such an alternative approach is that the working base for the development team and the end product should be the use of appropriate technologies. Such an approach would also be appropriate for less highly structured, or less technological subject matters. The end products, telematised modules and courses of study should permit their use by wide circles of learners, teachers and trainers.

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445-466, 1990.

'macam98 - national teachers colleges network

- Kindergarten
- Primary School
- Junior Highschool
- Senior Highschool to 10th Grade
- Specializations: Sciences, History, Judaism
- Special Education

MACAM98 dov winer dovw@mofet.macam98.ac.il

macam98 - national teachers' colleges network

Colleges 34
Students +40,000
Teachers 5,000-6,000

MACAM98 dov winer dovw@mofet.macam98.ac.il

'macam98 - national teachers colleges network

- Development Team for the Network
- 14 Colleges
- 26 Teachers of Teachers
- Pairs - Humanistics and Sciences
- Veteran Teachers
- Strong Pedagogical Background
- No Computing Experience
- Word-Processing Skills

MACAM98 dov winer dovw@mofet.macam98.ac.il

'macam98 - national teachers colleges network

- Establishing the network
- Network Architecture Definition
- Services
- Support Personnel Training
- Procurement: hardware, software, lines, specialized manpower and know-how
- Establishing and maintaining network services

MACAM98 dov winer dovw@mofet.macam98.ac.il

'macam98 - national teachers colleges network goals

- Navigation of the global network as epistemic sailing.
- Experiencing the heterogeneity of educational experiences in the network.
- Development of original modules for education, training and technology dissemination.

MACAM98 dov winer dovw@mofet.macam98.ac.il

macam98 national teachers' colleges network

- One Workshop Meeting Each Week
  - 9:00 - 15:00
- Network access at the College and at home
- Laptop computer for each DT member
- Email conferencing as additional framework
- Duties: Learning, Teaching, Project

MACAM98 dov winer dovw@mofet.macam98.ac.il

macam98 - goals
variety of experiences

- Skills acquisition for participation in the educational experiences offered by the network.
- Variety of approaches, projects and experiments using CMC.
- Choosing means adapted to educational goals and personal styles.

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macam98 - goals
skills for epistemic sailing

- The Internet maps the knowledge producing world.
- Significant training and educational activities take place.
- Network and tools allowing visually oriented navigation of the global network - integration through hypertext.

MACAM98 dov winer dovw@mofet.macam98.ac.il

macam98
basic skills acquisition

- Establishing a network connection: terminal emulation vs SLIP/PPP
- Email - Hebrew
- Email Conferencing: mailing lists & servers
- Usenet News
- Gopher, FTP, Telnet,
- Seeking information in the network
- WWW - the great hypermedia integrator
- HTML Editing

MACAM98 dov winer dovw@mofet.macam98.ac.il

macam98 - goals
developing original modules

- Developing original modules in different disciplines adapted to education in Israel
- The network as an essential component of the future teacher environment
- Development and dissemination best based on experienced teachers of teachers

MACAM98 dov winer dovw@mofet.macam98.ac.il

macam98
network services

- DNS
- Mail Server
- Listserv (Majordomo)
- Usenet News
- FTP Public Archive
- Gopher
- IRC Hebrew Server
- Glimpse Databases
- WWW and the Netscape Browser: The Great Integration
- Hebrew and Language Problems for Email and Web Use

MACAM98 dov winer dovw@mofet.macam98.ac.il

macam98

- The members of the development team adapted and edited network training materials
- EMail and Conferencing
- Gopher: establishing and using
- Web Surfing and Mosaic Netscape
- HTML - Hypertext Editing

MACAM98 dov winer dovw@mofet.macam98.ac.il

'macam98 - national teachers training network

- The Consequence: New Roles for Teachers
  - Group Moderator
  - Multimedia Producer
  - Technology Pioneer
  - Epistemic Pilot
  - Anxiety Manager

'macam98 - national teachers colleges network

- Patterns of dissemination courses:
  - "Drive License" Model
    - Basic Tools for Network Navigation
  - "Projects Development" Model
    - Organizational Development for Networking
  - "Mixed Model" (Beit Berl)
    - Basic training for a large population
    - Projects Development

macam98: projects

- Pedagogical Orientation
  - EzraReshet: Support for Highschool Students
  - Virtual Course: Telematics Application to Teaching
  - College Students/Teachers Dialog
- Sciences: Chemistry and Biology
  - Vision Experiments
  - Simulations, Resources, Virtual Courses

macam98

- Basic CMC Pedagogical Applications and Skills
- Virtual Courses and Seminars
  - Using email conferencing
  - Moderating
    - networking social skills
    - task orientation skills
- Multimedia Producing
  - HTML Editing - Graphics and Hypermedia

macam98 projects: Biology & Chemistry

- Visual Physiology and Psychophysics
- The Molecules Gallery
- Chemistry Experiments Simulation
- Access to resources
- Protein and DNA mapping
- A full course on the chemistry of water
- Sciences Specialization: Pedagogical Orientation

macam98: projects

- Mathematics
  - EzraReshet: Support for Highschools Students
  - Mathematical Teaching Resources
- English
- Judaism, Poetry, Computer Terminology in Hebrew
- Sports
- Art therapy

macam98
projects: judaism databases

- Sources
  - Tanach (The Bible)
  - Responsa
- Full text databases
  - Journals
  - Mofet Institute Modules
  - Commemorative Books
- Indexed Texts
- Examinations Database
- Teaching Resources
  - Lesson Plans
  - Working Cards
  - Multimedia Materials
  - Discussion Groups Archives

macam98
projects: judaism conferences

- Observant and non-observant schools
- Email Conferences
  - MIKRA-MM
  - TNACH-MD
  - TOSBA-MD
  - JEDPED
  - ORANIM1
- Approaches to teaching the subject
- Specific suggestions
- New research
- Special projects
- Teaching improvement

macam98
pedagogical orientation

- College Students-Teacher Dialog
- Teacher trainees
- Teaching situations brought from field work experiences
- Group discussion
- Defining problems affecting the training teacher
- Transforming from individual problems into learning opportunities for the group

macam98
judaism virtual course

- Population
  - Teachers of teachers, pedagogical instructors, teacher trainees and teachers
- Goals
  - Integration of different knowledge fields in the area of Judaic Studies: Tanach, History, Geography
- Teacher as moderator of virtual seminar

macam98
english as a 2nd language

- ETT On-Line
  - ETT Virtual Classroom
  - ETT Discussions
    - Planned
      - ETT Virtual Courses
      - ETT Virtual Conferences
      - ETT Projects

macam98
english as a 2nd language

- Subject Area
  - Methodology
  - Linguistics
  - Special Needs
  - Literature and Drama
  - Proficiency
  - Computers
  - Measurement and Evaluation

The InterMed Network: Changing Cultural Patterns with a Large-Scale Cooperative Internet Network in the Mediterranean

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Aleph designer

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InterMed director
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Introduction

InterMed [1] is a cooperative network among research institutions, companies, administrations, and civic organizations engaged in the establishment of new patterns of cooperation and accelerating the development of the global information society, based on the Internet technology, in the Mediterranean region.

Last 19-20 January, the InterMed network began with an international conference in Barcelona. One hundred participants, from 12 different Mediterranean countries (Morocco, Argelia, Tunisia, Israel, ANP, Greece, Spain, France, Italy, Bosnia-Herzegovina, Slovenia, and Malta), as well as representatives of international organizations such as the EU Commission, cooperation networks such as the local chapters of the Internet Society (ISOC) and local nodes of APC, and the Association for Progressive Organization, gathered to debate a framework of cooperation in the region. The result of the meeting was to establish a network with several common services: mailing lists, a Network Information Center for the region, and a task force on the InterMed future, to study how to develop the network as an association.

The rest of this paper is structured as follows. The second section deals briefly with the state of the art of the networked communities. The third one focuses on the InterMed network developing its projects. Finally, the fourth and fifth sections are related to the Aleph environment, a distributed system supporting the InterMed network.

Med Agrinet [13]

Dov Winer of the Israel Chapter of ISOC is starting a Mediterranean Agricultural Extension Services Network project to share common knowledge about agriculture matters in this region. We would like to stress the importance of this project. First, the Mediterranean, in particular its Southern rim, is now undergoing a demographic transition. That will result in a large, young population segment over the next decades, with a great potential for learning. On the other side, the Mediterranean societies have to be able to feed and develop this potential.

Second, in the developed countries, there is increasing talk about the benefits of the Mediterranean diet. New cultural habits based a more healthy diet, with less fat and cholesterol, etc., can benefit the development of the products of the Mediterranean agriculture and its rich cuisine.

MEDnet (Mediterranean Education and Research Network)

Oliver Popov, the coordinator of MARnet (Macedonian Academic Network), has opened our eyes to the possibility of building a Mediterranean association of academic and educational networks. He has a leading role in the development of the CEENet, the central and eastern European association of research networks. CEENet was founded in 1993, based on an initiative from ACONet (the Academic and Research Network of Austria). Today CEENet has 19 member countries and two more have recently applied for membership.

The InterMed Network: Changing Cultural Patterns with a Large-Scale Cooperative Internet Network in the Mediterranean

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Networked communities: State of the art

The InterMed network is a prototype that develops some ideas generated by the GAIA UPC research group. Those ideas are taken from different fields:

- Computer-supported cooperative work
- Networked communities
- Internet technology and applications
- Ethnographic approach

Between 1992 and 1995, our team has been an active partner in the EU ESPRIT COMIC project on CSCW (1992-1995) [3]. In the framework of this project, the UPC team developed a distributed architecture called Aleph [4], that we are negotiating as the InterMed architecture. At the same time,

we have conducted some analysis of large-scale networked communities [5]. Finally, we included some lessons from other studies we did, from an ethnographic point of view, at the U.S. about this new kind of organization.[6]

Several services are now in operation as a result of these ideas:

- Pangea, a local APC node [7]
- Isoc-Cat, the Catalan Chapter of the ISOC [8]
- VallesNet and BCNet, a set of civic networks projects [9,10]

A deeper understanding of the so-called "networked communities," and their implications for the new international model of cooperation is necessary. The development of the Information Society (IS) is closely related to the evolution of this new research field. After the establishment of TCP/IP protocol as the worldwide, de facto standard in the interoperability of digital networks and the success of the World Wide Web (WWW) technology in the field of information services, we consider the design of new technology for cooperative systems and networked communities to be a promising next step.

The "virtual community" field is a heterogeneous and complex area.

We can consider at least two big, different groups. The traditional organizations that decide to establish an IP computer network, and a new type of organization born directly from the Internet and other computer networks. This is not the same as a university that establishes a distributed system, as in the case of the Andrew System at Carnegie Mellon University (CMU) [6], nor an international electronic network, that organizes a cooperative activity, as in the case of I*EARN, the International Education and Resource Network [5], or the APC. In the first case, we have a "networked community" [11,12], and in the second case, we have an "organizational network" [5]. The first group represents the bulk of Internet networked communities, the second is the avant-garde.

The dynamic between these two big types of organizations differs too. The development of the "computer-intensive campus" in the U.S. in the 1980s (Andrew-CMU, Athena-MIT), was prepared by the existence of an ARPA computer research community connected through Internet. On the other side, the extension of Internet network communities in the Third World has been preceded by the APC organizational network. These networks seem to be the pioneers in the introduction of the innovations in a country or community. Cross-sectorial and international cooperation activities are the natural ground field of these networks.

Third, we can see this phenomena from different approaches. The literature is divided between a radical and artistic vision of the "cyberspace" and "virtual communities" as communities totally embedded in the virtual space, as in the *Neuromancer* novel, and a more conservative, scientific vision of the so-called "networked communities," describing the changes that traditional organizations (universities, companies, public administration, NGOs) are experiencing when they discover electronic communications, or more recently the Internet and the WWW universe [11,12]. We consider a third approach necessary, an engineering approach, based on an interdisciplinary design methodology, for the understanding and the building of these communities.

The InterMed network

The InterMed network is an organizational network, or better, a federation of them.

Its goals will be to promote new models of cooperation to facilitate the development of the Global Information Society in the Mediterranean, based on Internet technology and applications. It supports a clear orientation through international cooperation and stresses the leadership of the civic society in this process, with respect for cultural diversity.

The InterMed has four key components:

- Information society
- Internet technology
- International cooperation
- Civic society

The projects we are working on include:

- MIP, a Mediterranean Inventory Project
- Med Agrinet, an agricultural extension service network;
- MedNet, an academic and educational network association
- MedEpitelio, an extension of an European Telematic Project Against Social Exclusion
- Eumednet, a network specialized in electronic commerce between SMEs
- MedCert, a network of computer emergency response teams

MIP (Mediterranean Inventory Project)

The goal of MIP is to build a distributed inventory of the Mediterranean projects related to the development of the Information Society in the region, country by country. This inventory will be part of the G7 project called GIP (Global Inventory Project). More information is available at http://www.ispo.cec.be/g7/projects/theme1.html.

This project implies that all of the InterMed members have to build a Web page with all the national or regional projects related to the IS (Argelian Inventory Project, Israel Inventory Project, etc.) There is a good example in the U.K. at the same server. We are currenlty building the Catalan and Spanish part of the MIP-GIP.

The MIP is the first step toward the building of a InterMed Network Information Center (NIC). This service will keep updated information on the Internet resources of the Mediterranean region, including a directory of people interested in InterMed purposes.

Med Agrinet [13]

Dov Winer of the Israel Chapter of ISOC is starting a Mediterranean Agricultural Extension Services Network project to share common knowledge about agriculture matters in this region. We would like to stress the importance of this project. First, the Mediterranean, in particular its Southern rim, is now undergoing a demographic transition. That will result in a large, young population segment over the next decades, with a great potential for learning. On the other side, the Mediterranean societies have to be able to feed and develop this potential.

Second, in the developed countries, there is increasing talk about the benefits of the Mediterranean diet. New cultural habits based a more healthy diet, with less fat and cholesterol, etc., can benefit the development of the products of the Mediterranean agriculture and its rich cuisine.

MEDnet (Mediterranean Education and Research Network)

Oliver Popov, the coordinator of MARnet (Macedonian Academic Network), has opened our eyes to the possibility of building a Mediterranean association of academic and educational networks. He has a leading role in the development of the CEENet, the central and eastern European association of research networks. CEENet was founded in 1993, based on an initiative from ACONet (the Academic and Research Network of Austria). Today CEENet has 19 member countries and two more have recently applied for membership.

Salem Zougbi, director of PLANET, the Palestinian research network, and Dov Winer, the director of MACAM 98 [14], the National Teachers' Colleges Network of Israel, and others in the InterMed in charge of academic and educational networks, are studying the possibility of building a Mediterranean Educational and Research Network association (MEDNet), following the CEENet and the RARE experiences. That could be of great help in building academic relationships on

research projects, particularly in the field of Internet technology. At the same time, it could be useful to share educational projects between universities and secondary schools.

MED-EPITELIO Project

We started the EPITELIO project at the UPC last month [15]. It is a European telematics project promoting teleworking against social exclusion (unemployment, etc.). It will be a two-year project, ending in 1998. More information is available at http://aleph.ac.upc.es/epitelio. Individuals from Madrid, Milano (ENAIP), Manchester (MMU), TERN, and Barcelona are involved.

We are establishing what we call "teleworking centers" in the UPC, in Barcelona neighborhoods, testing the use of telematics to create self-employment at different levels.

We think the idea of teleworking can be very promising in the Mediterranean. InterMed is exploring the possibility of extending the EPITELIO project in the Med. We particularly want to do some pilot projects of teleworking with young people from the Southern rim of the Med (Argelia, Morocco), as well as from Bosnia or other Eastern Med countries.

EUMEDNET Project

We consider EUMEDNET [16] a brother network of InterMed, specialized in SME and electronic commerce in the Mediterranean. The director is Juan Carlos Coll, professor in the Economic Department at the Universidad de Malaga. (Coll@vnet.es).

EUMEDNET tries, from an academic and business point of view, to promote the commercial use of the Internet for trade in Europe and the Mediterranean area, focusing on SMEs. EUMEDNET is closely related to some InterMed areas; mainly (but not only) telematics for SMEs, teleworking, and telematics for research.

MED-CERT

The CERT (Computer Emergency Response Team) is an institution in the Internet community dedicated to the security of projects. In Barcelona, we have the Spanish CERT, which is a member of the European network of CERTs. This center is interested in establishing a Mediterranean network of CERTs, sponsored by the InterMed association. Manel Medina (medina@ac.upc.es) and J. Buch (jbuch@ac.upc.es) are in charge of this project .

The basic idea of all these projects is that developing the Internet as an open network in the region goes together with the designing and building of open social networks of cooperation between North, South, West, and East. Open systems need open societies to develop themselves. This is InterMed: an open system-open society network for project cooperation in the region.

The Aleph environment and InterMed

A distributed architecture

From the computing, as well as from the social point of view, InterMed is based in the concept of federation [17]. We conceive this new system as a federation of networked associations working on IP networks, sharing Internet basic protocols, as well as general WWW technology and specific services designed for a region which combines enormous economic, social, and cultural differences.

We are currently developing InterMed as a network based in the Aleph environment. This new environment is decentralized, allowing local control of the information, but open at the same time to the global Internet. Each country participant can index the information about their projects, Web pages, users, etc. The idea is not only surfing on the Net, but participating actively in the creation of new information and contents on the Net.

The Aleph environment in the InterMed Network

The InterMed network is formed by a set of sources of information supported by Internet servers. The purpose of these sources of information is to support and encourage the development of Internet and the Information Society in the Mediterranean area through the InterMed projects. We think that the key to achieving our purposes is to provide an easy and efficient access to the information related to the Information Society and its development. The kind of information we think might be on those servers is:

- Discussion forums to debate topics concerning the information society and the Mediterranean area
- Specific information required for each InterMed project
- Information related to how the Internet application should be used and installed
- A database of Internet software and hardware maintenance guides
- A database of companies or organizations giving service to the Internet community, such as connection providers, web designers, consultants, etc.
- Information concerning culture, business, art, tourism, agriculture, and anything related to the Mediterranean regional topics and economical focus of interest, to help the development of the Mediterranean economy
- Information about alternative groups (nongovernmental organizations [NGOs]) and research groups
- Information about projects concerning the Mediterranean interests
- An agenda of fairs, conferences, exhibitions, etc., in the Mediterranean area

All this information must be easy to access for each region or country if we are to efficiently achieve our purposes. It means that this information must be written in the language of each region, not only in English; that information should be written according to the social context of each region as well. If we take these measures into account, we will achieve a deeper penetration of our purposes and a higher dissemination of the information society and its terms in each region, and in the whole Mediterranean region.

To fulfill our objectives, we propose to place the InterMed information servers in each region which will be responsible for gathering information concerning its own region, building a set of databases and Internet-based services adapted to the social context of each area. Figure 1 shows a first approach of how the InterMed architecture might be structured.

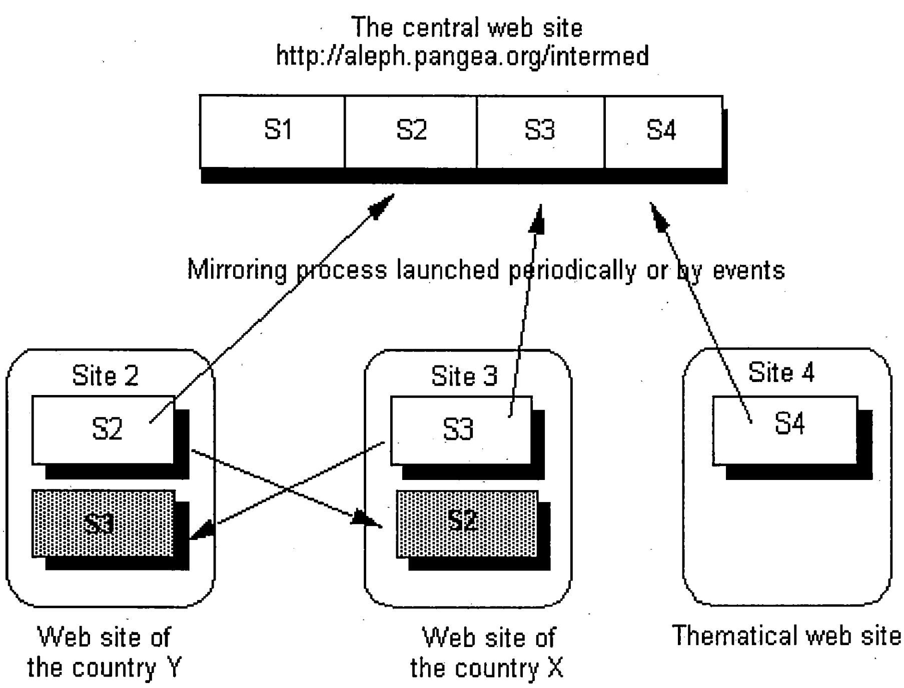


Figure 1: The distributed structure of the InterMed network based in cooperative local servers.

The InterMed architecture is divided into sites or local servers, each will be placed in a geographical region or specialize in gathering information about a specific topic, such as a database of NGOs (Pangea NGO database [7]). The architecture of all these sites will be based on similar tools, but each one will be adapted to the requirements of its own region, such as low-speed connections or multilingual services. The main services of each site are:

1. A Web server that will keep information of the assigned topic of each site, either a region or topic, such as the MED Agrinet project [13]. The Web pages should be written in the local language and in English to be easily accessible by foreign visitors, and to enable interregional cooperation. Furthermore, the Web server will play the role of the main entrance to the rest of planned services, since the Web technology is worldwide and well-known.
2. Discussion forums, mailing lists, and newsgroups to encourage direct communication among people in the region.
3. File servers (File Transfer Protocol [FTP]) to share important documents.
4. Longhaul accessible databases by means of Web interfaces, with e-mail interfaces for low-speed connections.

Apart from the services offered by each InterMed site, such as newsgroups or Web servers, the proposed InterMed architecture has mechanisms to share the information generated by each site with the rest of members. All the sites cooperate with the rest of the sites, offering information, and, all sites will be able to get information from the rest of the sites. Therefore, although the information is generated and stored locally, the users accessing the InterMed network at any site will see all the information gathered by all the sites in a unique database.

By applying this method of "think globally, act locally," we have access to global information, but we will have the advantage of information being collected locally, taking into account the social context of each region. As a result of this policy, the information contained in each site will have higher semantic quality and will be more realistic. In other words, what we propose is to built a distributed architecture, providing tools to allow for cooperation among sites.

The proposed mechanisms to implement our distributed cooperative policy are:

- Forward and copy mechanisms specified in the INN-NNTP protocol (newsgroups)
- Mechanisms to mirror Web servers

The InterMed network would have a main site which would keep a copy of all the information. This site would act as a backup and a central reference to all the distributed sites. This site is already working in the Universitat Politècnica de Catalunya (http://aleph.ac.upc.es/intermed).

However, the proposed InterMed architecture takes a step forward. The previous proposed architecture has an important lack: How to find the information users need inside the group of InterMed sites? The task of finding out the information that users require is more difficult in the kind of distributed architecture we have proposed for the InterMed network, because there is no central point where the information is stored. To be exact, there is a central point which is the backup site, but this site will not necessarily have the latest data, so the problem is still there To solve this problem the InterMed architecture adds the Aleph Package which is explained in more detail in the next section.

The most relevant feature of the Aleph Package is that it gives the control of how the information is indexed and searched to the owners of the information. It is achieved by installing an Aleph Package at each InterMed site.

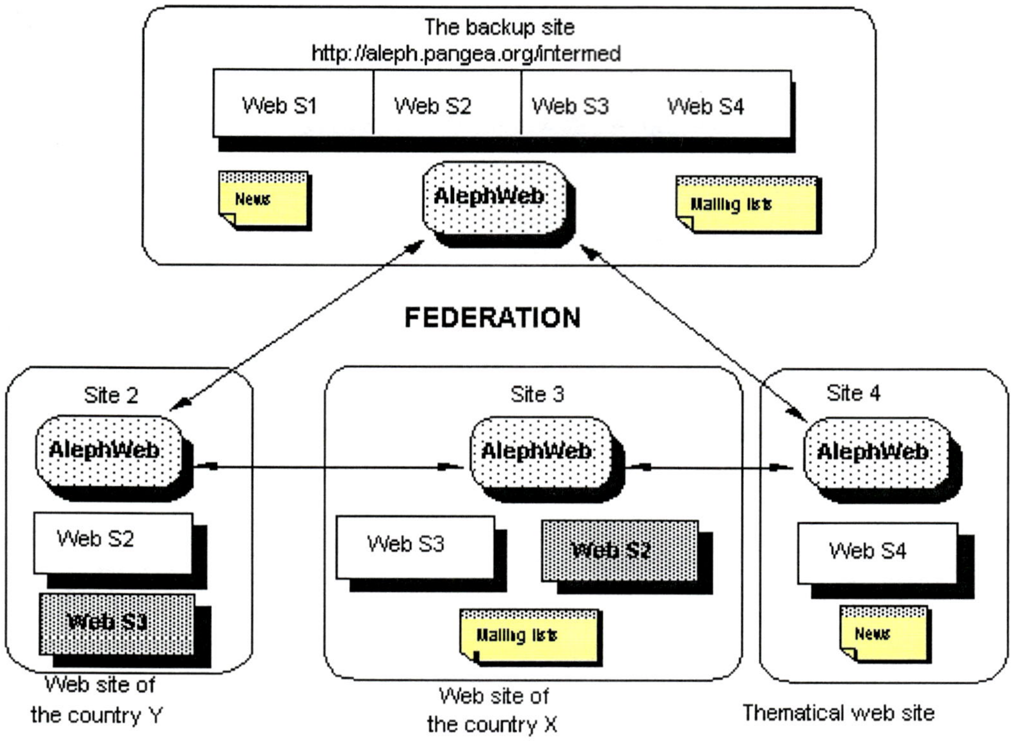


Figure 2: The final architecture of the InterMed network based on the federation mechanisms of the Aleph prototype

The Aleph Package

The Aleph environment has been developed in the UPC as a result of three years' study in the field of CSCW in the COMIC Project [17]. The Aleph Package is a set of tools to find and share information in a large-scale, heterogeneous environment. This large-scale environment is composed of InterMed sites that share information by means of the Aleph federation mechanisms [4][18]. The set of tools we have developed are clustered under the generic name of the Aleph Package. They are the AlephWeb, a distributed search engine; AlephCal, an electronic and distributed agenda; and AlephMarks, a tool to share bookmarks on the Web among a trusted small group of cooperative people, such as those in the InterMed project.

These three tools have been designed to use the federation mechanisms of the Aleph computational model[19] to allow interaction among servers. Each server, AlephWeb, AlephCal, or AlephMarks, has a federation manager attached. This federation manager deals with the interactions with the rest of the Aleph-based applications, no matter which kind of server, following the federation mechanisms. By doing so, we have a set of heterogeneous tools which are able to cooperate, providing a generic information-provider service to the whole community of users, no matter where the user is placed or his contextual knowledge.

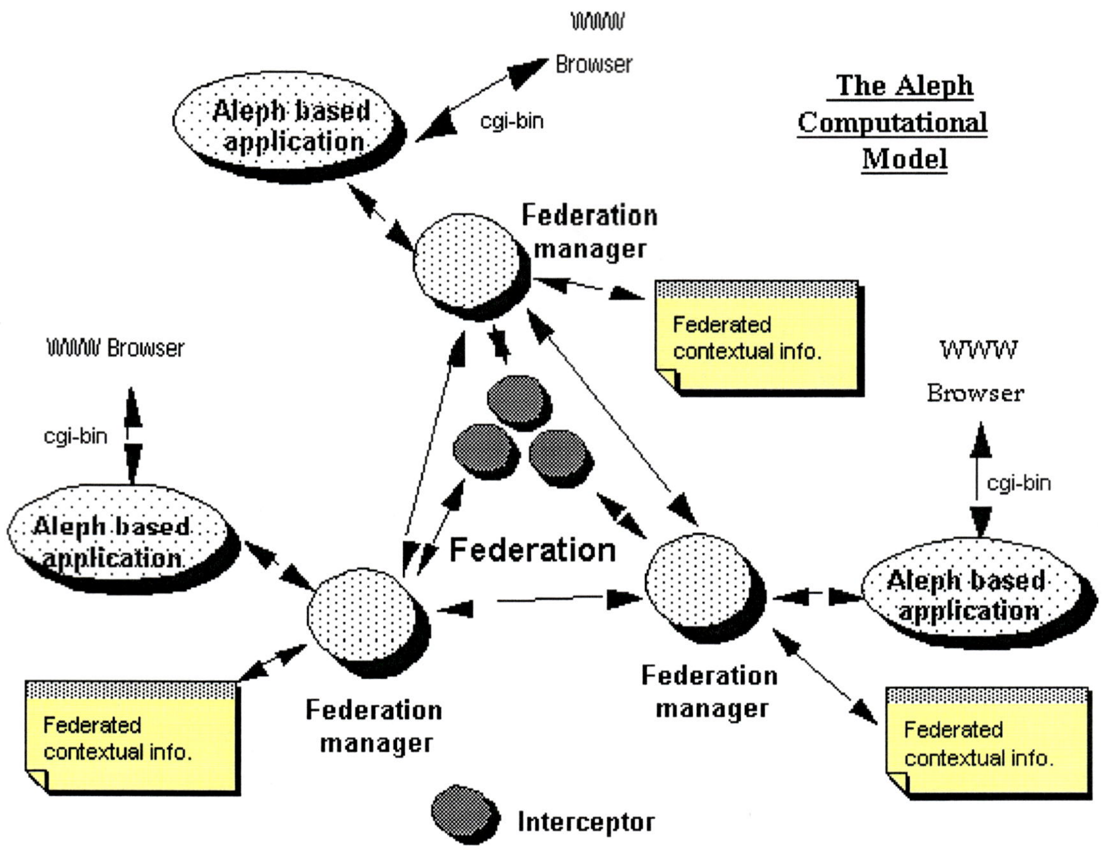


Figure 3: This figure shows the components of the Aleph Computational Model: the Aleph based applications that use the Aleph federation tools, the federation managers, the set of interceptors, and the databases with the contextual information of each entity.

To summarize, the main features of the Aleph Package are as follows:

1. It is based on the Web as an underlying infrastructure, using the CGI to build a parallel protocol to support the federation mechanisms. The Web was chosen as an underlying infrastructure to achieve a real, large-scale service.
2. AlephWeb [20] provides tools to build a distributed search engine where each server builds catalogues of selected sources of information stored in each entity. The AlephWeb architecture is organized by contexts or environments. Each environment represents an InterMed site. The information of each environment is stored in its own database, and the elements of the AlephWeb architecture makes it available to the whole community. The AlephWeb architecture in each environment has three main components: the AlephWeb servers, the federation managers, and the databases. These elements can be grouped according to their functionality in search-oriented objects and federation-oriented objects. The AlephWeb servers and the databases form the search oriented objects. These objects keep track of all the links of each information provider in their environment, and perform the search in their local database. Meanwhile, the federation oriented objects, which are the federation managers, interconnect several AlephWeb servers from different environments.
3. AlephCal provides mechanisms to share and announce important events inside a cooperative community, offering tools to perform searches by keywords. AlephCal is a distributed calendar of events such as conferences, presentations, expositions, and courses. This application is distributed by nature. We are not interested in any kind of event, organized by any entity or located anywhere in the world. Before we ask for information, we have a general idea of the location, the topic, and the organizers of the events we are interested in. In addition, this information comes from many different sources (e.g. our university has an agenda of events organized around the university, while the city council has events related to the city, organized by them or affiliated entities). Someone asking for information may want information concerning what's going on in Barcelona (this includes the university), or what's going on at the university (this may exclude the local council). Therefore, one request may be addressed to a particular AlephCal server or to a cluster of AlephCal servers. This means that

the AlephCal service must be provided by a federation of many AlephCal servers, one for each source of events, in a similar way as AlephWeb works.

4. The AlephMarks prototype is a tool to share bookmarks on the Web inside a group of people that cooperate in carrying out a task. It is based on the idea of that people working on the same subject have similar informational requirements. So, they look for similar sources of information. Therefore, it would be interesting to have a tool that allows for the sharing of bookmarks collected by all the members of a cooperative group in a way that each member would benefit from each others searches.
5. Each of the previous Aleph-based applications can cooperate in solving a user's request inside a cooperative group of people. For instance, a query to an AlephMarks or an AlephCal server can be expanded to the AlephWeb server to find out relevant information in other sites.
6. Finally, each Aleph Package in an entity can cooperate with other Aleph Packages in other entities, sharing information to build a real, large-scale environment, using the Aleph federation mechanisms. For instance, several AlephWeb servers placed in different entities might cooperate building a worldwide search engine service formed by the conjunction of small collections of indexes built in each entity.

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MED - AGRI NET

דב וינר

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יצחק אבט
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מנהל לאמל"ט
מרכז לשיתוף פעולה בינלאומי - **CINADCO**
משרד החקלאות

שלום רב !

הנדון: <u>רשת שירותי הדרכה חקלאית באגם הים התיכון</u>

בעקבות המפגש עם רענן קציר ביום העיון של משרד המדע אני מעביר אליכם הצעה בנדון. ההצעה מקורה ביוזמה שהתגבשה בועידת Inter-Med בברצלונה בינואר. בעקבות Inter-Med הוזמנתי להשתתף בפגישה על מחקר ושיתוף אזורי שתתקיים בתחילת אפריל ב- Sophia-Antipolis. אני מקווה שזאת תהיה הזדמנות להפגש עם השותפים להצעה ועם מצטרפים חדשים.

בינתיים הביעו נכונות לשתף פעולה גורמים שונים מאיטליה, ספרד (קטלוניה וולנסיה), יוון, ומרוקו. פרופ. דב פסטרנק ממכון לחקר הנגב שהשתתף בניסוח הפרק החקלאי בדו"ח ורדי עוזר רבות במגעים עם מרוקו. נפגשתי גם עם ההנהלה של שה"ם (שירות הדרכה למקצוע) לשיחה ראשונית בנושא.

אהיה בחזרה בארץ בתחילת אפריל. אשמח אם נוכל להפגש ולדון בדרכים לקידום הנושא.

בברכה,

דב וינר

MED-Agrinet

An initiative for an Agriculture Extension Services Network in the Mediterranean Area

Inter-Med 96 was convened in Barcelona between January 19-20 as a first conference on the Mediterranean and the global information society. This event was organized by the Universitat Politecnica de Catalunya in cooperation with the Internet Society, Catalan Chapter and other institutions.

Representatives from DGXIII of the European Commission and the INCO Program as well as about 100 persons from 11 Mediterranean countries (Algeria, Eslovenia, France, Greece, Israel, Italy, Malta, Morocco, Palestinian Authority, Spain, Tunisia) attended the conference.

Inter-Med has been a meeting point of researchers, experts and managers of computer and telecommunication networks who want to extend the benefits of these technologies and its applications to all the Mediterranean countries. The importance of the INTERNET technology was stressed as a common language for this effort.

The state of art of Internet networks and its applications in the different countries was discussed as well as the possibilities of mutual cooperation in several areas. The establishment of an Inter-Med Network Information Center was a main focus of the conference's conclusions.

One of the presentations at the InterMed 96 conference was held by Jose Luis Brianso, Spanish representant in the INCO Program. He described the parameters for the presentation of proposals as part of the INCO-DC program of the European Commission. The basic structure requires two EU partners, two MNC Partners and one Private or Public company. The next call for proposals for INCO-DC is the 15th March.

In the multi-lateral meetings held during the conference it was proposed the establishment of a Mediterranean network of Agriculture Extension Services workers (instructors). The initial acceptance of such suggestion lead us to send the present

invitation in order to promote additional partnerships to the initiative.

MED-Agrinet

The Barcelona Declaration adopted at the Euro-Mediterranean Conference (27 and 28 November 1995) [Final Version 2 Rev. 1] included among its decisions the following:

"-agree to cooperate in modernizing and restructuring agriculture and in promoting integrated rural development.

This cooperation will focus in particular on technical assistance and training, on support for policies implemented by the partners to diversify production, on the reduction of food dependency and on the promotion of environment-friendly agriculture....

- stress the importance of developing and improving infrastructures, including ... the development of information technologies and the modernization of telecommunications."

In the section dedicated to Agriculture, in the Work Programme of the Barcelona Declaration the following action items were included:

"...

◊ technical assistance and training

◊ integrated rural development, including improvement of basic services and the development of associated economic activities;

◊ cooperation among rural regions, exchange of experience and know-how concerning rural development;"

Agriculture in the Mediterranean

It is in the best interests of the peoples of the Mediterranean region to cultivate crops and produce that take advantage of the unique climatic and other properties of the region. The extensive desert as well as obstacles in developing water sources require the employment of special technologies and concentration of production efforts on special products.

Geographic location lends itself to cooperation in developing regional marketing mechanisms. Examples of common interest areas can be found in the development of olive culture and industry, plant protection and pest control, prevention and treatement of livestook diseases, natural disaster hotlines, husbandry of specially bred livestock, reduction of post harvest losses of yields, marine agriculture and the introduction of "new" crops. (Vardi, 1995).

The role of Extension Services

Extension services have a main gatewaying role in the dissemination of knowledge. Information resulting from academy research, experimental agriculture centers and more experienced agriculture enterprises, find their application in the field of agriculture at large through the mediation of agriculture extension instructors.

Interventions aiming at improving the access and distribution of updated information; mutual support among extension field workers; human resources development among agriculture workers - all these may result in significant payoffs:

- improve agriculture techniques and productivity.
- shorten the cycle of information dissemination and application from the laboratory into the field.
- create a market for agriculture information and agriculture production inputs.
- assign a significant role to all collaborating partners; significant knowledge is developed in all participating countries.

Research Institutions and Programs which may enjoy from a computerized network for know-how dissemination

Several internationally backed agriculture research institutions operate in the area. The results of the research and demonstration projects being carried at these institutions would have been better disseminated if a suitable computer mediated communications network was available.

Examples of such institutions and programs:

International Center for Agricultural Research in the Dry Areas (ICARDA) Focus: Increasing productivity of farming systems involving wheat, barley, chickpeas, lentils, pasture legumes and small ruminants in North Africa and West Asia. Founded in 1977 it has offices in Aleppo (Syria), Beirut (Lebanon), Giza (Egipt), Tunis (Tunisia), Rabat (Morocco),Aman (Jordan), Ankara (Turkey),

International Service for National Agricultural Research (ISNAR) Focus: Institutional development and strengthening of national agricultural research systems.

International Network for the Improvement of Banana & Plantain (INIBAP). Founded in 1984 and based in Aleppo, Syria.

Programs of cooperation in agricultural programmes between Israel, Egypt and Morocco held since the early 1980's could find in the network an important venue for the dissemination of results. Among these programs we can list the following MERC (Middle East Regional Cooperation Programs):

1. The Gamiza program introducing water saving irrigation procedures in the Delta of Egypt.

2. The Nubaseed parastatal farm in the Western Desert between Cairo and Alexandria where stress was layed on the introduction of improved irrigation systems and methods.

3. An R&D center for intensive agriculture (the Abu Masad Project) where Egyptian and Israeli scientists and senior agricultural specialists interact in problem solving endeavors. This has resulted in innovative technologies related to greenhouse agriculuture and production systems under conditions of water salinity.

4. TAHRP - Tri-national Animal Health Research Projects dealing with both diagnostic and prophylatic problems.

5. In Morocco an R&D farm was established in order to study and demonstrate vegetable growing and horticulture, including greenhouse and seedling nursery systems. (see Vardi, 1995)

Which services will be developed in the framework of MED-Agrinet?

The provision of the following services are proposed as part of the establishment of MED-Agrinet network:

1. Empowering agriculture extension workers through basic computer capacitation.

   1.1 Basic personal computer training focused on basic tools: operating the computer (OS) and text editing.

   1.2 Basic communications training: establishing a connection, using email, participating in email based conferences and lists, usigng hypertext interfaces to the network (Textual and Graphic browsers like Lynx and Mosaic), seeking and using information in the network.

This will be provided through the development of basic training courses` distribution of basic training modules in the different languages current in the region; the deployment of consulting and training institutions and firms in the different countries.

2. Providing access to the network

   2.1 Stimulating the connection of the offices of extension services and of individual instructors through academic and/or commercial Internet access providers.

   2.2 Providing technical and operational help desks supporting the process of Internet connection.

3. Establishing training and support services

   3.1 Production and updating of training materials for supporting the training and help desk functions. These materials should be prepared both in electronic and hard copy formats, in the different languages used in the region, and should support the use of the different services described in (1) and (2) above. They will include the introduction of

hypertext editing as part of the instructional techniques available for extension personnel.

3.2 The training materials will introduce users to the use of agriculture related information available in the network.

4. Establishing the NIC - Network Information Center

The Network Information Center for the MED-Agrinet network will be part of the InterMed NIC. It will focus its activities in the following areas:

4.1 Establishing and maintaining email distribution lists which will support different professional interest groups of agriculture extension officers. Email distribution lists are able to support electronic newsletters, virtual working groups, virtual scientific and technological seminars and continuing interest groups. The apparatus of lists archives, archives search and text and software libraries that may be deployed using email permit an intensive participation using an extremely basic email connection. This may eventually be the central service for participants restricted in their Internet connection to an email connection.

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Next Steps

The best framework for implementing this initial proposal is developing it as part of the INCO-DC program from the European Commission.

Suitable partners to this project may be:

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We would like to invite anyone interested in participating in the project to contact us so that we may continue the process of proposal development.

Due to the strict deadline constraints we would appreciate that interested people and institutions contact us ASAP.

Best regards,

Artur Serra
Director, InterMed
artur@ac.upc.es

Dov Winer
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Prof.ssa Maria Amata Garito

Director

Consorzio NETTUNO

Fax: 00 39 6 69942065

CC: Dr Artur Serra, Director, InterMed, fax: +34 - 3 - 401 70 55

Dear Prof.ssa Garito,

Please find enclosed the proposal by the InterMed Group for a pilot project:

MED-Agrinet : An initiative for an Agriculture Extension Services Network in the Mediterranean Area.

The project was presented by Dr Artur Serra as part of his presentation of the InterMed initiative at the Sophia-Antipolis preparatory workshop: La societe de l'information dans le contexte euro-mediterraneen: recherche et technologies de l'information.

I will appreciate very much if you acknowledge receipt of these materials either by fax: (972) 3 6902449 or by email: dovw@mofet.macam98.ac.il

Would you please clarify in this occasion who is supposed to issue the invitations for the Rome Conference. Here, at the Israeli Ministry of Foreign Affairs preparations for the Conference are being coordinated by Mrs Dina Sorek, Director, Cultural and Scientific Agreement Division (fax: (972) 2-303303). Any clarification you may give in this matter will be deeply appreciated.

Best regards,

Dov Winer

The Creation of the Euro-Mediterranean Information Society: communication, education and training, research.

Rome 30-31 May 1996

MODEL FORM OF PILOT PROJECT

1) TITLE

MED-Agrinet : An initiative for an Agriculture Extension Services Network in the Mediterranean Area.

2) ABSTRACT

In accord with the objectives of the Euromediterranean Partnership Policy we propose the establishment of a network serving the special needs of agriculture extension services in the area. Extension services have a main gatewaying role in the dissemination of knowledge. Information resulting from academic research, experimental agriculture centers and more experienced agriculture enterprises , find their application in the field of agriculture through the mediation of agriculture extension instructors.

The network will improve access and distribution of updated information; mutual support among extension field workers; human resources development among farmers.

The project will empower agriculture extension workers through basic computer capacitation; will provide access to the network; create training and support services; establish a network information center integrating existing euro-mediterranean research institutions and creating additional directories of agriculture extension officers.

3) ORGANIZATION INFORMATION

Organization Name:

InterMed

Address:

c/o Dr. Artur Serra

InterMed Director

Universitat Politecnica de Catalunya

Department d'Arquitectura de Computadores

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Tel:

+34-3-4017182

Fax:

+34-3-4017055

E-mail:

artur@ac.upc.es

Kind of organization:

public X private __ school __ university __ research center X

activity sector:

The extension of the benefits of computer and telecommunications networks to all the Mediterranean countries with its different cultures and ways of living.

Our goal is to create a network of projects between different research institutions, companies, administrations and civil organizations in order to accelerate the developing of the global information society in this region.

contact person:

surname: Winer

name: Dov

role: Coordinator for the MED-Agrinet Project

direct Tel: (972) 2 332286 Fax: (972) 3 6902449

4) PILOT PROJECT PROPOSAL

Countries involved: Spain, Marocco, The Palestinian National Authority, Italy, Israel, Greece.

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I.M.E.O. - Greece, Dr Marios Nikolinakos.

Partners research:

Agriculture, Communications Networks, Action Research, Extension Services

Sector: Communication X Education X Training X Research X

MED-Agrinet

An initiative for an Agriculture Extension Services Network in the Mediterranean Area

Inter-Med

http://aleph.ac.upc.es/intermed/

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Representatives from DGXIII of the European Commission and the INCO Program as well as about 100 persons from 11 Mediterranean countries (Algeria, Eslovenia, France, Greece, Israel, Italy, Malta, Morocco, Palestinian Authority, Spain, Tunisia) attended the conference.

Inter-Med has been a meeting point of researchers, experts and managers of computer and telecommunication networks who want to extend the benefits of these technologies and its applications to all the Mediterranean countries. The importance of the INTERNET technology was stressed as a common language for this effort.

In the multi-lateral meetings held during the conference it was proposed the establishment of a Mediterranean network of Agriculture Extension Services workers (instructors). The initial scheme for such network follows; since January several institutions expressed their willingness to adhere to this initiative which is open to additional partnerships.

MED-Agrinet

The Barcelona Declaration adopted at the Euro-Mediterranean Conference (27 and 28 November 1995) [Final Version 2 Rev. 1] included among its decisions the following:

"-agree to cooperate in modernizing and restructuring agriculture and in promoting integrated rural development.

This cooperation will focus in particular on technical assistance and training, on support for policies implemented by the partners to diversify production, on the reduction of food dependency and on the promotion of environment-friendly agriculture....

- stress the importance of developing and improving infrastructures, including ... the development of information technologies and the modernization of telecommunications."

In the section dedicated to Agriculture, in the Work Programme of the Barcelona Declaration the following action items were included:

"...

- technical assistance and training
- integrated rural development, including improvement of basic services and the development of associated economic activities;
- cooperation among rural regions, exchange of experience and know-how concerning rural development;"

Agriculture in the Mediterranean

It is in the best interests of the peoples of the Mediterranean region to cultivate crops and produce that take advantage of the unique climatic and other properties of the region. The extensive desert as well as obstacles in developing water sources require the employment of special technologies and concentration of production efforts on special products.

Geographic location lends itself to cooperation in developing regional marketing mechanisms. Examples of common interest areas can be found in the development of olive culture and industry, plant protection and pest control, prevention and treatement of livestook diseases, natural disaster hotlines, husbandry of specially bred livestock, reduction of post harvest losses of yields, marine agriculture and the introduction of "new" crops. (Vardi, 1995).

The role of Extension Services

Extension services have a main gatewaying role in the dissemination of knowledge. Information resulting from academy research, experimental agriculture centers and more experienced agriculture enterprises, find their application in the field of agriculture at large through the mediation of agriculture extension instructors.

Interventions aiming at improving the access and distribution of updated information; mutual support among extension field workers; human resources development among agriculture workers - all these may result in significant payoffs:

- improve agriculture techniques and productivity.
- shorten the cycle of information dissemination and application from the laboratory into the field.
- create a market for agriculture information and agriculture production inputs.
- assign a significant role to all collaborating partners; significant knowledge is developed in all participating countries.

Research Institutions and Programs which may enjoy from a computerized network for know-how dissemination

Several internationally backed agriculture research institutions operate in the area. The results of the research and demonstration projects being carried at these institutions would have been better disseminated if a suitable computer mediated communications network was available.

Examples of such institutions and programs:

International Center for Agricultural Research in the Dry Areas (ICARDA) Focus: Increasing productivity of farming systems involving wheat, barley, chickpeas, lentils, pasture legumes and small ruminants in North Africa and West Asia. Founded in 1977 it has offices in Aleppo (Syria), Beirut (Lebanon), Giza (Egipt), Tunis (Tunisia), Rabat (Morocco),Aman (Jordan), Ankara (Turkey),

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International Network for the Improvement of Banana & Plantain (INIBAP). Founded in 1984 and based in Aleppo, Syria.

Programs of cooperation in agricultural programmes between Israel, Egypt and Morocco held since the early 1980's could find in the network an important venue for the dissemination of results. Among these programs we can list the following MERC (Middle East Regional Cooperation Programs):

1. The Gamiza program introducing water saving irrigation procedures in the Delta of Egypt.

2. The Nubaseed parastatal farm in the Western Desert between Cairo and Alexandria where stress was layed on the introduction of improved irrigation systems and methods.

3. An R&D center for intensive agriculture (the Abu Masad Project) where Egyptian and Israeli scientists and senior agricultural specialists interact in problem solving endeavors. This has resulted in innovative technologies related to greenhouse agriculuture and production systems under conditions of water salinity.

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5. In Morocco an R&D farm was established in order to study and demonstrate vegetable growing and horticulture, including greenhouse and seedling nursery systems. (see Vardi, 1995)

Which services will be developed in the framework of MED-Agrinet?

The provision of the following services are proposed as part of the establishment of MED-Agrinet network:

1. Empowering agriculture extension workers through basic computer capacitation.

1.1 Basic personal computer training focused on basic tools: operating the computer (OS) and text editing.

1.2 Basic communications training: establishing a connection, using email, participating in emailbased conferences and lists, usigng hypertext interfaces tothe network (Textual and Graphic browsers like Lynx and Mosaic), seeking and using information in the network.

This will be provided through the development of basic training courses` distribution of basic training modules in the different languages current in the region; the deployment of consulting and training institutions and firms in the different countries.

2. Providing access to the network

2.1 Stimulating the connection of the offices of extension services and of individual instructors through academic and/or commercial Internet access providers.

2.2 Providing technical and operational help desks supporting the process of Internet connection.

3. Establishing training and support services

3.1 Production and updating of training materials for supporting the training and help desk functions. These materials should be prepared both in electronic and hard copy formats, in the different languages used in the region, and should support the use of the different services described in (1) and (2) above. They will include the introduction of hypertext editing as part of the instructional techniques available for extension personnel.

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The Network Information Center for the MED-Agrinet network will be part of the InterMed NIC. It will focus its activities in the following areas:

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Next Steps

The best framework for implementing this initial proposal is developing it as part of the Euro-Mediterranean Partnership policy.

Suitable partners to this project may are:

1. Agriculture Extension Services from the different countries of the region (including regional development authorities; cooperative extension services; commercial extension services).

2. Academic and/or commercial Internet access providers from the region; training and consulting Internet firms.

Since January several such parties have shown their interest in adhering to this initiative. We should stress the following contributions and expressions of interest:

1. The ARIJ Institute from Bethlehem established a mailing list for the intended partners to the project (agrinet@arij.planet.org) and will participate in the project (pending approval by the Palestinian National Authority) .

2. Dr Amine Mounir Alaoui, from the Ecole Mohammadia d'Ingenieurs, director of the MENA Project Server in Rabat, Maroc offered its services for establishing Web pages for the project; establishing the directory of extension services officers and connecting existing databases from research institutions to the network.

3. The Extension Service of the Regional Government of Sicily, through Mrs. Angela Sciortino expressed its active interest to join this initiative. In Sicily the project is being promoted by Matteo Fici and Marco Leone from the Neomedia ISP company.

4. Dr Luigi Sisto from the CIHEAM-IAMB Institute in Bari, Italy expressed the interest of this important extension institution to consider its involvement in the proposed network.

5. Prof. Dov Pasternak from the Desert Research Institute, Ben-Gurion University has expressed his support to the establishment of the network.

6. In Spain several institutions are interested in adhering to the initiative. Among them: the IRTA Institute in Catalunya through its Integrated Pest Management Unit (Dr. Judith Arno I Pujol); Dr. Juan Carlos Martinez Coll from the EUMED network expressed the interest of such institutions in Malaga; the Consejeria de Agricultura de la Junta de Andalucia; the Centro Aragones de Informacion Rural Europea - CAIRE (Dr. Javier Blasco).

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MED-Agrinet

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Inter-Med has been a meeting point of researchers, experts and managers of computer and telecommunication networks who want to extend the benefits of these technologies and its applications to all the Mediterranean countries. The importance of the INTERNET technology was stressed as a common language for this effort.

The state of art of Internet networks and its applications in the different countries was discussed as well as the possibilities of mutual cooperation in several areas. The establishment of an Inter-Med Network Information Center was a main focus of the conference's conclusions.

One of the presentations at the InterMed 96 conference was held by Jose Luis Brianso, Spanish representant in the INCO Program. He described the parameters for the presentation of proposals as part of the INCO-DC program of the European Commission. The basic structure requires two EU partners, two MNC Partners and one Private or Public company. The next call for proposals for INCO-DC is the 15th March.

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Artur Serra
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artur@ac.upc.es

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dovw@mofet.macam98.ac.il

Matteo Fici
mc7579@mclink.it
Marco Leone
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Prof.ssa Maria Amata Garito

Director

Consorzio NETTUNO

Fax: 00 39 6 69942065

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Organization Name:

InterMed

Address:

c/o Dr. Artur Serra - Universitat Politecnica de Catalunya

Department d'Arquitectura de Computadores

Campus Nord, Gran Capita s/n. Modul D-6, 008

Tel:

+34-3-4017182

Fax:

+34-3-4017055

E-mail:

artur@ac.upc.es

Kind of organization:

public X private __ school __ university __ research center X

activity sector:

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contact person:

surname: Winer

name: Dov

role: Coordinator for the MED-Agrinet Project

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The Barcelona Declaration adopted at the Euro-Mediterranean Conference (27 and 28 November 1995) [Final Version 2 Rev. 1] included among its decisions the following:

"-agree to cooperate in modernizing and restructuring agriculture and in promoting integrated rural development.

This cooperation will focus in particular on technical assistance and training, on support for policies implemented by the partners to diversify production, on the reduction of food dependency and on the promotion of environment-friendly agriculture....

- stress the importance of developing and improving infrastructures, including ... the development of information technologies and the modernization of telecommunications."

In the section dedicated to Agriculture, in the Work Programme of the Barcelona Declaration the following action items were included:

"...

- ♦ technical assistance and training
- ♦ integrated rural development, including improvement of basic services and the development of associated economic activities;
- ♦ cooperation among rural regions, exchange of experience and know-how concerning rural development;"

Agriculture in the Mediterranean

It is in the best interests of the peoples of the Mediterranean region to cultivate crops and produce that take advantage of the unique climatic and other properties of the region. The extensive desert as well as obstacles in developing water sources require the employment of special technologies and concentration of production efforts on special products.

Geographic location lends itself to cooperation in developing regional marketing mechanisms. Examples of common interest areas can be found in the development of olive culture and industry, plant protection and pest control, prevention and treatement of livestook diseases, natural disaster hotlines, husbandry of specially bred livestock, reduction of post harvest losses of yields, marine agriculture and the introduction of "new" crops. (Vardi, 1995).

The role of Extension Services

Extension services have a main gatewaying role in the dissemination of knowledge. Information resulting from academy research, experimental agriculture centers and more experienced agriculture enterprises, find their application in the field of agriculture at large through the mediation of agriculture extension instructors.

Interventions aiming at improving the access and distribution of updated information; mutual support among extension field workers; human resources development among agriculture workers - all these may result in significant payoffs:

- ♦ improve agriculture techniques and productivity.
- ♦ shorten the cycle of information dissemination and application from the laboratory into the field.
- ♦ create a market for agriculture information and agriculture production inputs.
- ♦ assign a significant role to all collaborating partners; significant knowledge is developed in all participating countries.

Research Institutions and Programs which may enjoy from a computerized network for know-how dissemination

Several internationally backed agriculture research institutions operate in the area. The results of the research and demonstration projects being carried at these institutions would have been better disseminated if a suitable computer mediated communications network was available.

Examples of such institutions and programs:

International Center for Agricultural Research in the Dry Areas (ICARDA) Focus: Increasing productivity of farming systems involving wheat, barley, chickpeas, lentils, pasture legumes and small ruminants in North Africa and West Asia. Founded in 1977 it has offices in Aleppo (Syria), Beirut (Lebanon), Giza (Egipt), Tunis (Tunisia), Rabat (Morocco),Aman (Jordan), Ankara (Turkey),

International Service for National Agricultural Research (ISNAR) Focus: Institutional development and strengthening of national agricultural research systems.

International Network for the Improvement of Banana & Plantain (INIBAP). Founded in 1984 and based in Aleppo, Syria.

Programs of cooperation in agricultural programmes between Israel, Egypt and Morocco held since the early 1980's could find in the network an important venue for the dissemination of results. Among these programs we can list the following MERC (Middle East Regional Cooperation Programs):

1. The Gamiza program introducing water saving irrigation procedures in the Delta of Egypt.

2. The Nubaseed parastatal farm in the Western Desert between Cairo and Alexandria where stress was layed on the introduction of improved irrigation systems and methods.

3. An R&D center for intensive agriculture (the Abu Masad Project) where Egyptian and Israeli scientists and senior agricultural specialists interact in problem solving endeavors. This has resulted in innovative technologies related to greenhouse agriculuture and production systems under conditions of water salinity.

4. TAHRP - Tri-national Animal Health Research Projects dealing with both diagnostic and prophylatic problems.

5. In Morocco an R&D farm was established in order to study and demonstrate vegetable growing and horticulture, including greenhouse and seedling nursery systems. (see Vardi, 1995)

Which services will be developed in the framework of MED-Agrinet?

The provision of the following services are proposed as part of the establishment of MED-Agrinet network:

1. Empowering agriculture extension workers through basic computer capacitation.

1.1 Basic personal computer training focused on basic tools: operating the computer (OS) and text editing.

1.2 Basic communications training: establishing a connection, using email, participating in emailbased conferences and lists, usigng hypertext interfaces tothe network (Textual and Graphic browsers like Lynx and Mosaic), seeking and using information in the network.

This will be provided through the development of basic training courses` distribution of basic training modules in the different languages current in the region; the deployment of consulting and training institutions and firms in the different countries.

2. Providing access to the network

2.1 Stimulating the connection of the offices of extension services and of individual instructors through academic and/or commercial Internet access providers.

2.2 Providing technical and operational help desks supporting the process of Internet connection.

3. Establishing training and support services

3.1 Production and updating of training materials for supporting the training and help desk functions. These materials should be prepared both in electronic and hard copy formats, in the different languages used in the region, and should support the use of the different services described in (1) and (2) above. They will include the introduction of hypertext editing as part of the instructional techniques available for extension personnel.

3.2 The training materials will introduce users to the use of agriculture related information available in the network.

4. Establishing the NIC - Network Information Center

The Network Information Center for the MED-Agrinet network will be part of the InterMed NIC. It will focus its activities in the following areas:

4.1 Establishing and maintaining email distribution lists which will support different professional interest groups of agriculture extension officers. Email distribution lists are able to support electronic newsletters, virtual working groups, virtual scientific and technological seminars and continuing interest groups. The apparatus of lists archives, archives search and text and software libraries that may be deployed using email permit an intensive participation using an extremely basic email connection. This may eventually be the central service for participants restricted in their Internet connection to an email connection.

4.2 Training email conferences moderators. Good moderators are an essential feature for the successful use of email based conferences.

4.3 Establishing a comprehensive, searchable online, directory of agriculture

register themselves and update their registers through individual password

support based on common professional interests of agriculture professional people of the region.

4.4 Establishing databases and reaching agreements with agriculture research institutions in the area for connecting their existing databases to the network. This

way those databases may become more accessible to extension officers and agriculture professionals at large.

4.5 Establishing and maintaining Web pages (Hypertext/Hypermedia, network based services) integrating the access to the different services. Such Web pages will evolve so as to serve the different professional groups and institutions relevant to the proposed virtual environment to be created.

Next Steps

The best framework for implementing this initial proposal is developing it as part of the Euro-Mediterranean Partnership policy.

Suitable partners to this project may are:

1. Agriculture Extension Services from the different countries of the region (including regional development authorities; cooperative extension services; commercial extension services).

2. Academic and/or commercial Internet access providers from the region; training and consulting Internet firms.

Since January several such parties have shown their interest in adhering to this initiative. We should stress the following contributions and expressions of interest:

1. The ARIJ Institute from Bethlehem established a mailing list for the intended partners to the project (agrinet@arij.planet.org) and will participate in the project (pending approval by the Palestinian National Authority) .

2. Dr Amine Mounir Alaoui, from the Ecole Mohammadia d'Ingenieurs, director of the MENA Project Server in Rabat, Maroc offered its services for establishing Web pages for the project; establishing the directory of extension services officers and connecting existing databases from research institutions to the network.

3. The Extension Service of the Regional Government of Sicily, through Mrs. Angela Sciortino expressed its active interest to join this initiative. In Sicily the project is being promoted by Matteo Fici and Marco Leone from the Neomedia ISP company.

4. Dr Luigi Sisto from the CIHEAM-IAMB Institute in Bari, Italy expressed the interest of this important extension institution to consider its involvement in the proposed network.

5. Prof. Dov Pasternak from the Desert Research Institute, Ben-Gurion University has expressed his support to the establishment of the network.

6. In Spain several institutions are interested in adhering to the initiative. Among them: the IRTA Institute in Catalunya through its Integrated Pest Management Unit (Dr. Judith Arno I Pujol); Dr. Juan Carlos Martinez Coll from the EUMED network expressed the interest of such institutions in Malaga; the Consejeria de Agricultura de la Junta de Andalucia; the Centro Aragones de Informacion Rural Europea - CAIRE (Dr. Javier Blasco).

7. The Extension Service of the Ministry of Agriculture of Israel, through his director, Moshe Goren, expressed his intention of participating in the network.

8. I.M.E.O., Greece - Dr Marios Nikolinakos

The Creation of the Euro-Mediterranean Information Society: communication, education and training, research.

Rome 30-31 May 1996

MODEL FORM OF PILOT PROJECT

1) TITLE

MED-Agrinet : An initiative for an Agriculture Extension Services Network in the Mediterranean Area.

2) ABSTRACT

In accord with the objectives of the Euromediterranean Partnership Policy we propose the establishment of a network serving the special needs of agriculture extension services in the area. Extension services have a main gatewaying role in the dissemination of knowledge. Information resulting from academic research, experimental agriculture centers and more experienced agriculture enterprises , find their application in the field of agriculture through the mediation of agriculture extension instructors.

The network will improve access and distribution of updated information; mutual support among extension field workers; human resources development among farmers.

The project will empower agriculture extension workers through basic computer capacitation; will provide access to the network; create training and support services; establish a network information center integrating existing euro-mediterranean research institutions and creating additional directories of agriculture extension officers.

3) ORGANIZATION INFORMATION

Organization Name:

InterMed

Address:

c/o Dr. Artur Serra

InterMed Director

Universitat Politecnica de Catalunya

Department d'Arquitectura de Computadores

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Tel:

+34-3-4017182

Fax:

+34-3-4017055

E-mail:

artur@ac.upc.es

Kind of organization:

public X private __ school __ university __ research center X

activity sector:

The extension of the benefits of computer and telecommunications networks to all the Mediterranean countries with its different cultures and ways of living.

Our goal is to create a network of projects between different research institutions, companies, administrations and civil organizations in order to accelerate the developing of the global information society **in this region.**

contact person:

surname: Winer

name: Dov

role: Coordinator for the MED-Agrinet Project

direct Tel: (972) 2 332286 Fax: (972) 3 6902449

4) PILOT PROJECT PROPOSAL

Countries involved: Spain, Marocco, The Palestinian National Authority, Italy, Israel, Greece.

Forecast partners:

ARIJ - Applied Research Institute, Bethlehem (pending approval by the Palestinian National Authority) - Dr Jad Isaac.

Ecole Mohammadia d'Ingenieurs, Rabat, Marocco - Dr Amine Mounir Alaoui.

The Extension Service of the Regional Government of Sicily, through Mrs. Angela Sciortino/ Matteo Fici and Marco Leone from the Neomedia ISP company.

CIHEAM-IAMB Institute in Bari, Italy - Dr Luigi Sisto

Desert Research Institute, Ben-Gurion University - Prof. Dov Pasternak.

IRTA Institute in Catalunya through its Integrated Pest Management Unit (Dr. Judith Arno I Pujol).

Dr. Juan Carlos Martinez Coll from the EUMED network expressed the interest of such institutions in Malaga; the Consejeria de Agricultura de la Junta de Andalucia; the Centro Aragones de Informacion Rural Europea - CAIRE (Dr. Javier Blasco).

The Extension Service of the Ministry of Agriculture of Israel, through his director, Moshe Goren.

I.M.E.O. - Greece, Dr Marios Nikolinakos.

Partners research:

Agriculture, Communications Networks, Action Research, Extension Services

Sector: Communication X Education X Training X Research X

"SHAHAM "- the Agricultural Extension Service of Israel, is managed and functions as an arm of the ministry of Agriculture. (It has, however, increasingly introduced elements of privatization and financing by the users of the service).

Characteristics

Israeli agriculture is unique: very few farmers (2.5% of the population), highly sophisticated , with high capital investment. The total cultivated area is only 400,000 hectares, yet covers a wide range of crops - from tropical zone papayas and pineapple to temperate zone cherries. It therefore requires a very high investment in R&D and extension per unit of production.
This kind of agriculture requests SHAHAM to capture both information and knowledge from local and foreign sources, to generate knowledge of its own and follow up its application at farmer level. As a R&D system of this nature, SHAHAM develops skills and capabilities to both production and farm management.
SHAHAM also adapts its extension to farms range from small family farm to large agri-business and to farmers differ socially, educationally and economically.

Organization of SHAHAM

SHAHAM's adviser specializes in one crop or group of associated crops(e.g. vegetables). They operate from 9 regional offices, with most administrative functions controlled from the headquarters In Tel-Aviv. Each local advisor is also directly affiliated professionally with his or her subject-matter department at headquarters. Commodity departments are: Cattle; Sheep; Poultry; Bees; Field crops; Vegetables; Flowers; Fruits.
Several auxiliary units support the work of the commodity departments and the regional advisers including: Irrigation and Soils with its regional laboratories(soil analyses, leaf tests for fertilization recommendations, analyses of dry matter content, tests of water quality for irrigation); Pest Management; Machinery; Farm Management; Extension Methods (such as: audio-visual, publication and contribution to the mass media, extension education methods and evaluation); Information Technology.

Activities of SHAHAM advisers:

To diffuse and to apply their knowledge to farm level advisers rely on series of techniques:
Visits on farmers' fields; Group activities - with selected group of farmers; Training sessions to farmers; Pre-season, seasonal and season-end meetings; Publication of leaflets, data sheets and data computer files; Publication of crop production and protection recommendation guides; Shooting and editing of videotapes for the use of the individual farmer in most agricultural branches; Preparation of radio programs for farmers; Developing of software and worksheets (mainly on Farm Management);
To cope with the needs of specialization and yet to cover a range of subjects, SHAHAM adviser collaborates extensively with other workers of the service.

Sharing knowledge and experience is done either by organized meeting of all advisers of a division on a routine base (one of the most important task of the professionals in the headquarters), or by personal not formal communication.
A crop adviser often meets a farmer, accompanied by a worker of auxiliary unit or by a professional in his subject matter from the headquarters.

A regional adviser often serves as national specialist in a particular subject providing the other advisers his or her specific knowledge.
The service generates applied knowledge with the help of field trails and observations. These are done by a team usually consist of regional adviser, research consultant (either from Volcani Institution for Agricultural Research or Faculty of Agriculture- H.U.J), headquarters professional and the farmer in his fields the project is done.

It is obvious that the habit and means of communication are crucial to the day by day activity of the extension worker. SHAHAM is in a process of adopting the Internet as an internal way of communication as well as a way to get information.

International Activity
From its start SHAHAM has been willing to cooperate with other countries in sharing its own experience in the sphere of extension services. Thousands of participants from eighty countries have been trained in short courses in Israel and abroad.
Advisers of SHAHAM have gone abroad on short and long-term consultancy assignments under bi-national agreements, as well as on assignments from Israeli firms and under the auspices of international organizations.

Dov Winer

From: Jesus.Del-Barrio@cec.eu.int
Sent: יום רביעי 12 פברואר 2003 19:17
To: Dov Winer
Cc: Gian-Luca.Bombarda@cec.eu.int; Jose.Izarra@cec.eu.int
Subject: Israel Focal Point

Importance: High

Dear Dov,

Thank you very much for the message addressed to Mr. Bombarda. I am pleased to inform you that I am the Operations Manager for EUMEDIS and the Focal Points, should you have any questions concerning your contract please address to me in the future.

Concerning the visit of Mr. Shaton, and before accepting any dating, I would highly appreciate if you could provide me with some elements about the "outstanding issues" you mention in your e-mail to better understand for the purpose of this meeting in Brussels.
Yours sincerely,

Jesús N. DEL BARRIO MAÑAS
European Commission
EuropeAid Co-operation Office DG
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Unit 3. Regional Integration. Institutional Support.
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List of Israel Contacts for EUMEDIS – Projects

Name	Organization	Project	Email	Phone	Cellular	Fax
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		Algeria, Cyprus, Egypt, France, Greece, Israel, Italy (5), Jordan, Lebanon (2), Malta, Morocco, Spain, Syria, Tunisia,Turkey	Maly secretary			
Dan Shanit Dr	Peres Center for Peace	**EMON 113**	shanit@peres...	(03) 5680680 Peres Center	067-267762	(03) 5680681 Peres Center
Dr Volker Schmidt	Siemens AG Medizinische Technik voiker.b.Schmidt@med.siemens.de Department of Ophthalmology, University Erlangen Nurnberg Prof Michelson Georg Ugenklinik Mit Poliklinik Erlangen Georg.Michelson@augen.imed.uni-erlangen.de 1.The Peres Center for Peace 2. Tel Aviv University, Sheba Medical Center 3. Ben-Gurion Univ, Soroka Medical Center 4. Hadassah Medical Org.	Germany, Israel (4) Jordan, Morocco (2), Palestinian Au (2), Tunisia(2)	http://www.medstage.de/medroot/en/pressrelease_en.pdf (description of project)			
Joel Zlogotora Prof	Department of Community Genetics Public Health Services Ministry of Health Building 19A Sheba Medical Center	EUMED CANCER GEMED 114	Preferred: Joelz@cc.huji.ac.il zlotogora@hotmail.com	+972 (3) 5348432	+972 (056) 242142	+972 (3) 5355166

	RAMAT GAN Israel					
		Algeria, Cyprus, Egypt, France (2), Germany, Greece Israel, Italy (2), Lebanon, Malta Morocco, Tunisia				
Moti Ravid Prof.	Sapir Medical Center Meir Hospital	DIABETES & COMPLICATIONS	motirv@clalit.org.il	09-7472598 meir 09-7472555		09-7412135
		Algeria, Cyprus, Germany,Greece, Israel, Italy (2), Jordan, Palestinian Auth., Spain,Turkey	Pnina – secretary			
Mandy Barak	Israel Federation of Chambers Of Commerce – External Relations	EMED-TDS.COM 211	mandyb@chamber.org.il	03-5631020		
		Cyprus, Egypt,France Greece, Israel, Italy, Malta, Morocco, Palestinian Aut., Portugal, Spain,Syria Tunisia, Turkey				
Baruch Peretzman	Israel Survey	MEDCHARTNET 217		03 6231913 03 623 1813		03-5611565
		Algeria, Cyprus,Egypt Greece, Israel, Italy (2), Jordan, Malta, Morocco, Palestinian Aut., Spain, Syria, Tunisia, Turkey	Found 15.1.03 will be at office the 19.1.03			
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Hagit Ringer	Ministry of Tourism – External Relations	DAEDALUS 311	hagitr@tourism.gov.il	02-6754870		02-6754974
			See Ami Zuberi			
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		Cyprus (2), Egypt, France, Israel (2), Italy (2), Jordan, Luxembourg, Tunisia Turkey	See Ami Zuberi			
Moshe Nahum	Manufacturers Association of Israel	**TRAIN SMED 404**	nahum@industry.org.il	03-5198813		03-5103154
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Ruby Ginel	Central SMEs Development Center (R.A), manager	Mouvement EUROMED	rubyg@ismea.org.il www.asakim.org.il	972-3-5107555 (35)	053-379600	972-3-5107557
Doli Gerassi	ISMEA – Israel SME Authority	Mouvement EUROMED	dollig@ismea.org.il	03-5107555 branch 29 ISMEAsecretary		

				5102300		
		Algeria, Belgium, Egypt, France (2), Germany, Israel, Italy, Jordan, Lebanon (2), Malta, Palestinian Au., Syria, Tunisia, Turkey	Good kickoff meeting in December 02			
Paul Scham	Truman Institute – HUJI	**ODISEAME**	mspscham@mscc.huji.ac.il	02-588-1598		02-5828076
		Algeria, Cyprus (2), Egypt, Germany, Israel, Jordan (2), Malta, Morocco, Palestinian Au., Spain (4),Turkey				
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משרד החינוך

המינהל למדע וטכנולוגיה

מו"ח האיגוד הישראלי למחשבים בחינוך

הכינוס הבינלאומי בנושא:

"החינוך בעידן מהפיכת המידע - הזדמנויות ואתגרים"

הזמנה
למפגש חגיגי

המפגש יתקיים ביום שלישי כ"ד סיון, 27 ביוני 2000, בשעה 18:30
באולם האירועים של מלון "דויד אינטרקונטיננטל", תל אביב

בהשתתפות השר לפיתוח אזורי, מר שמעון פרס

בתוכנית:

18:30 - 19:00 קבלת פנים
19:00 - 20:00 הרצאה: "תרומתה של הטכנולוגיה לעיצוב מזרח תיכון חדש"
השר לפיתוח אזורי, מר שמעון פרס

אנא אשר השתתפותך
עד יום ב', ט' סיון תש"ס, 12 ביוני 2000 למזכירות הכינוס:
בפקס: 03-6133341

הזמנה זו אישית ולא ניתנת להעברה

ARTUR

Dov Winer

From: artur [artur@ac.upc.es]
Sent: Monday, July 17, 2006 8:40 PM
To: admin@makash.org.il
Cc: Artur Serra (Dr.); Ines Garriga; Lluch Millan, Joan Carles
Subject: Re: Visit to Barcelona - Tourism project

Dov Winer wrote:

> Dear Artur,
>
>
>
> Thank you for the document. I have two observations:
>
> 1. It will be easier for Saleem to agree to participate if the
> invitation is not made to both of us in the same mailing but in
> separate mailings to each of us.. Please check with him by telephone
> if a direct invitation will do.
>

I will do

> 2. I have read the document you sent.
>
> The present work packages include: (1) Contact with participating
> towns (2) Continuation of ICT MED SME (3) Identifying enterprises in
> the area of TIC and audiovisual (4) Identification of tourism
> enterprises (5) Improvement of the conexion through Eumed Connect (6)
> Planning of the network (7) Development of the platform (8)
> Implementation (9) Dissemination (10) Evaluation. I also visited the
> site http://www.medsme.com/login.aspx
>
> I am afraid that such program will be strictly a technological
> exercise. If EUMED connect will be available the network will be
> already in place; the universities connected have the conferencing and
> streaming facilities needed for experimentation.

Yes, there is a real danger of another technological platform without users

>
> You wrote:
> > The idea is to develop a new model of tourism from bottom up based
> on friends, on people to people relationship. The >Mediterranean can
> be seen as a region of neighboors, cities and communities that have
> been in contact during mileniums and will >be. Internet can facilitate
> this people to peple contact .
>
> Among the present Work packages of EumedCities there is no coverage
> for what I see as the real action as you describe in the above
> paragraph. How do you induce people - from potential tourists through
> managers of cultural/touristic facilities through tourism operators -
> to actually use multimedia, create stories, evolve dialogues and such
> kind of experience that may enhance mutual curiosity and create joint
> enterprises, projects or tourist visits. through it.
>
> Everyone has now a digital camera. You can teach people also to record
> sounds and make some video clips. You can provide facilities so they
> tell their stories and clarify, discuss and elaborate them following
> input of their counterparts in the other side of the Mediterranean.
> For this you need to select adequate target populations, provide the
> basic training and supporting (human) facilities. Then it may be the
> platform may be used. If not the end result will be again something
> like the MED ICT SME site. Excellent platform, no doubt but no users.

Thanks for the criticisms. We share this philosophy of user-based
platform. How to do it? Who are our initial users? How to motivate them?

How to train them?. That's the key point. Our municipality of Vilanova is motivated, i2CAT is motivated and CIREM too. Are we alone? Imagine we are a "low cost" tourism consortium on the net. We want use Internet for locate in the Mediterranean a cheap, peaful, rural or urban destination, were we could spend one or two weeks looking around, making friends, discovering the city or country guided by a native friend. I found by chance this place in an small village in the Pyrinees last summer. It worked. This "etnological/ecological tourism" suported by Internet is emerging worldwide. I hope the Med could also be a good candidate.

What kind of IT tools could help? May be the social nets you talk about could be a good option. We are developing also some project in that sense that could be applied.

Thanks again
Artur

>
> Best regards,
>
> Dov
>
> . . . .
> . . . .
>
> On Friday 7/14/2006 6:41 PM Artur Serra artur [artur@ac.upc.es
> <mailto:artur@ac.upc.es>]
>
> Dov, Saleem,
>
> Next Monday, our municipality will present a first draft of a Eumed
>
> project to Madrid in order to get aproval. We are calling it
> EuromeCITIES. This is a national project looking for Euromed partners.
> The idea is start getting some national funding (including funding for
>
> workshop) and then to present it at the Eumedis level.
>
> I'm sending to you a first draft in Spanish in order to get your first
>
> impressions.
>
> Regards
>
> Artur
>
>
>
> Dov Winer wrote:
>
> > Dear Saleem,
>
> >
>
> > I much appreciate your suggestions that I summarize as follows:
>
> >
>
> > 1. A preparatory online exchange regarding: (1) Achievements and
>
> > obstacles in the area of ICT applications in the Mediterranean
> > region
>
> > in Tourism and Cultural Heritage. (2) Identification of state of art
>
> > technologies, projects and experiments that may be applied for
>
> > initiatives implementing ICT in tourism and cultural heritage in the
>
> > Mediterranean. 2. A face to face meeting (brainstorm of

> > professionals)
>
> > some place in the Mediterranean summarizing the online exchage (1
>
> > above) and identifying broad
>
> > promising areas for initiatives and interventions. This in view of
>
> > upcoming programs and frameworks of the EC, Unesco and other
>
> > actors.
>
> >
>
> > If this summary is correct and indeed this is what you intended we
> > can
>
> > start setting some dates and arranging for online facilities,
>
> > participants in the process and the like.
>
> >
>
> > It seems that the project that Artur suggested has an
>
> > pilot/exploratory character.
>
> > We can go along helping this Catalunian municipality to present its
>
> > proposal to
>
> > Madrid in case that the schedule for this proposal
>
> > presentation is close and do
>
> > not leave enough time for completing the process you suggested.
> > Artur
>
> > please
>
> > correct me if I am mistaken in this.
>
> > Best regards,
>
> > Dov
>
> > ----- Original Message -----
>
> > *From:* Saleem Zougbi <
>
> _mailto:saleem_gz@yahoo.com_>
>
> > *To:* admin@makash.org.il <mailto:admin@makash.org.il> <
>
> _mailto:admin@makash.org.il_> ; Artur
>
> > Serra (Dr.) <
>
> _mailto:artur@ac.upc.es_>
>
> > *Sent:* Monday, July 10, 2006 4:20 PM
>
> > *Subject:* Re: Visit to Barcelona - Tourism project
>
> >
>
> >
>
> > Dear Artur and Dov....
>

> >
>
> > It is really nice to have visited you Artur and met after those
>
> > years, and to hear from Dov, hopefully we will meet sometime soon.
>
> >
>
> > First I apologize for the delay in writing. I had to stay in Amman
>
> > for some time.
>
> >
>
> > The secret to my "eternal youth" is that my wife knows how to pick
>
> > the proper black die for my hair!... It is all in the heart my
>
> > friend, ...
>
> >
>
> > Certainly the ideas are so much encouraging about "-e-tourism".
>
> > Few months ago I had a talk with a friend in the region and we
>
> > believe that things could move along that route. I was encouraged
>
> > greatly by my visit to you and meeting your friends Artur.
>
> >
>
> > I think we should examine this idea carefully.
>
> >
>
> > I suggest that we structure our thoughts along two main
>
> > activities: The first is to a brainstorm together with a group of
>
> > professionals perhaps over a period of few days somewhere around
>
> > the Med, and the result of which is a the blue prion (to be
>
> > developed during this period of time based on exchange of ideas
>
> > before such meeting). This meeting could take the form of the
>
> > After-10 look up, examining what happened around the Med during
>
> > these ten years and how far we can go in the future.
>
> >
>
> > However, as a start, and in response to your last sentence Dov, I
>
> > suggest that we formulate a "wishful" list of activities, exchange
>
> > them in draft, and then try to integrate them into a set of
>
> > activities that may complement each other to realize certain
>
> > objectives. It seems a bottom-up approach.
>
> >
>
> > What do you think?
>
> >
>

> > All the best....
>
> >
>
> > Saleem
>
> > */Dov Winer <admin@makash.org.il <mailto:admin@makash.org.il> <
>
> _mailto:admin@makash.org.il_ >>/*
>
> > wrote:
>
> > Dear Artur and Saleem,
>
> > Very nice hearing from you. From the photograph I see that
>
> > Saleem has
>
> > not changed at all. He has some secret for eternal youth !
>
> >
>
> > I will be very happy if something evolve and we can go to work
>
> > together.
>
> >
>
> > The idea of networking people around issues of tourism is
>
> > excellent!
>
> > There is a growing trend in the Web to give substantial
>
> > attention to
>
> > social networking and the project may implement several tools for
>
> > this purpose. One project I am now involved MELT deals applies the
>
> > social tagging tools like those developed by
>
> >
>
> _http://del.icio.us_ <http://del.icio.us/> <_http://del.icio.us/ _
> <http://del.icio.us/>> for
>
> > obtaining contextual information from teachers about their use of
>
> > learning resources.
>
> >
>
> > There is a tourism association called Yoav-Yehuda
>
> > (
>
> _http://www.touryoav.org.il_ <http://www.touryoav.org.il/> <_
> http://www.touryoav.org.il/_>)
>
> > that includes several regional councils and small/medium
>
> > towns. From a stand
>
> > of assuring sustainable development and avoiding the deleterious
>
> > effects that sometimes tourism has on the environment they are
>
> > leading the process for declaring a large area as a Biosphere
>

> > Reserve. See
>
> _http://www.unesco.org/mab/BRs.shtml_
>
> > <
>
> _http://www.unesco.org/mab/BRs.shtml_>
>
> > This, BTW, could be one of the issues around which people of
>
> > common interests in environment protection could participate in
>
> > the suggested project.
>
> >
>
> > I149 million Euro are earmarked by the Commission for the
>
> > next Eumedis like initiative. It is called ENPI-CBC (The European
>
> > Neighborhood and Partnership Instrument) and will be based on
>
> > regions enjoying structural funds in Europe with their
>
> > Mediterranean
>
> > neighbors. Having an initial project in place will certainly
>
> > help in
>
> > accessing ENPI-CBC.
>
> >
>
> > Artur, Saleem - please let me know what should be the next
>
> > steps.
>
> >
>
> > Best regards,
>
> > Dov
>
>
>
> > Dear Saleem,
>
> > Thanks for your visit to Barcelona.
>
> > I'm sending to you the last picture I took with my Nokia
>
> > phone. Dear Dov, it was a pleasure to have Saleem again in
>
> > Barcelona. At this moment, there is a possibility of getting
>
> > some funding from the
>
> > Spanish Gov. for a Mediterranean Cities project.
>
> > The city of Vilanova,
>
> > _http://www.vilanovageltru.com_
>
> > <
>
> _http://www.vilanovageltru.com/_>, invited we both to
>
> > lunch. They are interested in presenting to Madrid this
>

> > project on
>
> > cities, media and cultural tourism.
>
> > The idea is to develop a new model of tourism from bottom up
>
> > based on
>
> > friends, on people to people relationship. The Mediterranean
>
> > can be seen
>
> > as a region of neighboors, cities and communities that have
>
> > been in
>
> > contact during mileniums and will be. Internet can facilitate
>
> > this
>
> > people to peple contact.
>
> > We would like to explore an alternative tourism model to the
>
> > sun,sand
>
> > and beaches (without people) or to a more recent model based
>
> > also on
>
> > historical cultures based on stones (also without people).
>
> > We are thinking in Betlehem in Palestine , Vilanova i la
>
> > Geltru in
>
> > Catalonia, Patras in Greece, may be some twining city in
>
> > Israel, small
>
> > and median cities where you can find local partners (cityhall,
>
> > univeristy, SME associations, people) interested in knowing
>
> > each other,
>
> > visiting each other, interchanging products each other,
>
> > learning from
>
> > each other, using also IPTV tecnologies. The Internet can be
>
> > also a
>
> > place for making friends, using videoconfl, video programs,
>
> > ...more
>
> > calid communication tools that only mailing.
>
> > Would you be interested in collaboration? Eumedis in now
>
> > ending but a
>
> > post Eumedis seems on the way.
>
> > Best regards
>
> > Artur
>

> >
>
> >
>
> >
>
> > --
> > ----
>
> > Do you Yahoo!?
>
> > Next-gen email? Have it all with the all-new Yahoo! Mail Beta.
>
> >
>
> > <
>
> _http://us.rd.yahoo.com/evt=42241/*http://advision.webevents.yahoo.com
> _
>
> > /handraisers>
>
> >
>
> >
>
>
>
>

Dov Winer

August 14, 2005

To

Prof. Rafael Clemente Rodriguez

Consejo Superior de Investigaciones Cientificas (CSIC)

Project MED-7 Coordinator.

raro@orgc.csic.es

C. Alfonso XII, 16

41002 – Seville, Spain

Tel.: +34954210064, +34954501120

Fax: +34.954.224331

CC: Marcel Shaton, Director, ISERD, Israel Directorate for the EU RTD Framework Program marcel@iserd.org.il

Dear Prof. Rodriguez,

Re: MED 7 - Priorities on the FP7 Theme of Information and Communication Technologies – Discussion Workshop in Brussels – September 15, 2005.

In your message dated August 9th, 2005 you asked me to identify the topics of that fit with the EU-MPC common interest regarding the theme "3. Information and Communication Technologies" in the COOPERATION Programme of the FP7 proposal.

I have outlined below a preliminary reply to your question. I have contacted several colleagues with responsibilities in the area of regional planning for matters related to the Information Society in the Mediterranean and ICT development in the region. In the following I am using documents they have published lately. If possible their comments will be incorporated later.if possible will incorporate their comments later. Hereby some suggested priorities and their rational

1. **The MPC background and current regional ICT policy development**

The 2005 eReadiness rankings published by the Economist Intelligence Unit (http://www.eiu.com/site_info.asp?info_name=eiu_2005_e_readiness_rankings) and the Middle East Internet Usage and Population Statistics (see: http://www.ictdar.org/ clearly points out that the MPC have diverse characteristics regarding their ICT development and consequently on their RTD interests.

Israel has prepared a detailed comment on the Commission's proposal for the 7th Framework Programme (http://www.iserd.org.il/Fp7/Documents/FP7_israel_position.pdf). I will extract the relevant commentaries later to be supplemented by the current ICT RTD priorities of Israel planners and funding agencies.

Priorities for EU-MPC cooperation in ICT RTD should take in consideration the policy planning work being carried out by regional agencies for economic development. It should seek to establish synergies with the programmes implementing such policies. A partial list of such documents follows:

The UN Economic and Social Commission for Western Asia issued lately the following documents:

Regional Plan of Action for Building the Information Society

Regional Profile of the Information Society in Western Asia (180 pages)

http://www.escwa.org.lb/wsis/reports/main.html

Higher Education: Enhancement of Quality Assurance and Institutional Planning in Arab Universities + Arab Human Development Report

http://www.ictdar.org/newsletter/index.htm

Workshop on Novel Telecommunication Technologies for Socio-Economic Development - Beirut, 11-13 July 2005

http://www.escwa.org.lb/wsis/meetings/11-13july/main.html

The ICTDAR – UNDP ICT for Development in the Arab Region work plan (http://www.ictdar.org/workplan2005.htm) include the following services: ICT Awareness raising; Pro-poor growth and employment generation; Capacity development and strategy implementation, and Dynamic Poverty Reduction Interventions

The ICTDAR – UNDP is implementing the following projects (see: http://www.ictdar.org/ICTDAR_projects.htm):
ICT for Small and Medium Enterprises (SMEs) ; Community Access Centers; Regional e-Government institute; WRCATI - Promoting the rights of women and children through the use of ICT

2. Israel

2. 1 Israel officers with responsibilities for policy implementation in the area of ICT RTD have been contacted. Their priorities for the Theme 3. Information and Communication Technologies in 7FP will be forwarded to you as soon as we receive them.

2.2 In its detailed comment on the Commission's proposal Israel observed:

- Several EU programmes will directly complement the issues dealt with in the Framework Programme. Israel is convinced that the opening of such initiatives to participation of associated countries is required: "Tans-European Networks", "Education and Training Programmes", "Competitiveness and Innovation Framework Programmes".
- Commenting on the COOPERATION Objective Israel cite a fiver year assessment panel report on RTD in IST that "the new instruments tend to divide participant constituencies – large enterprises and large research centres favouring Integrated projects, SMEs and New Members States, STREPS and universities, STREPS and NoEs – possibly undermining a longstanding Programme policy to build interactions between industry, research and academia. It concludes that measures should be taken to assure more competitiveness and equal opportunities for participants than was the case in different tools in the 6FP, specially for SMEs in Integrated Projects.

3. ICT Internationalisation – Arabic and Hebrew

Proposal: RTD for Internationalisation of ICT, with a particular emphasis on Arabic and Hebrew, should be a priority for EU-MPC International Cooperation in the FP7.

Rational: The languages employed in most MPC are Arabic and Hebrew. These languages pose common RTD challenges for their seamless application in ICT. Both use non-Latin character sets; are written from right to left; and pose challenges in areas like - Characters, Fonts, Language, Text formatting, Bidirectional text, Resource identifiers, Locale specific data, Forms, Structure & metadata, Display issues. The Internationalision of the Speech Synthesis Markup Language is a good example (see: http://www.w3c.org/2005/08/SSML/ssml-workshop-cfp). Its essential role is to provide authors of synthesizable content with a standard way to control aspects of speech such as pronunciation, volume, pitch, or rate across different synthesis-capable platforms. The common interest of the MPC in this matter creates an unique opportunity for EU-MPC cooperation.

Regional Plan of Action for Building the Information Society specifically refer to the following priority areas for RTD (page 11): Arabic Natural Language Processing with speech input/output command functionalities, Arabic optical character recognition (OCR) and Arabic full indexing techniques.

4. Priorities for the EU-MPC countries cooperation in ICT RTD

Pending further comments from the colleagues that coordinated the above mentioned policy reports my conclusion regarding the adequate priorities is the following.

Proposal: The issues listed under the **Applications Research** bullet of the Activities proposed for the 3. Information and Communication Technologies Theme of the 7FP proposal should be the first priority for EU-MPC cooperation. The specific issues included are: ICT meeting social challenges; ICT for Health; Inclusion; ICT for Mobility; in support of the Environment; for Governments; ICT for content, creativity and personal development; New Media paradigms; Technology enhanced learning; Accessibility to digital cultural resources; ICT in support of business and industry; Manufacturing; ICT for Trust and Confidence.

Rational:

The issues listed under the Applications Research bullet closely parallel the priorities set in the diverse ICT policy documents that have been prepared and discussed in the last year by regional development agencies.

In particular the UN ESWA documents, Regional Plan of Action for Building the Information Society, set the following expected accomplishments and strategicactions:

1. Human Resources Development (page 10)

2.3 To increase research that have commercial applications: 2.3.2 Create an enabling environment for ICT research

2. Research and Development (page 11)

1. To revitalize research and development in the region and promote indigenous ICT innovations.

1.1 To solicit government to support research and development. 1.1.2 Connect research and development institutions by a high-speed network. 1.1.3 Establish center of excellence for the software industry and in selected ICT fields.

1.2 To develop the software industry and promote the region as a centre of excellence in some ICT fields. 1.2.2 Promote research and development to

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admin@makash.org.il http://makash.org.il/dovw.htm

stimulate and boost creativity, thereby developing indigenous technology solutions.

3. E-learning applications

3. To develop an e-learning industry. 3.1.1 Promote research and development with the aim of triggering innovative modalities and teaching methods with a greater impact on learning and society.

8. Cultural and linguistic content

3. To build a sustainable digital Arabic content industry that produces content and applications suited to local needs. 3.2 To augment research and development in Digital Arabic Content (DAC). 3.2.1 Establish a network of research centers/ institutions to adopt and set Arabic digital linguistic standards and technical specifications. 3.2.2 Promote research and development in automatic Arab language processing and collaboration.

The plan, in detailing the Programme 8. Promoting DAC, (page 38) observe that while the common language is preserve by DAC it also promotes cultural diversity while sustaining socio-economic development. Typical applications are digital games, digital video and audio, mobile applications and services, content-processing software, digital archiving and e-learning materials.

I will complement the present document as soon as additional information is received from the officers I have contacted.

Best regards,

Dov Winer

Dov Winer

MED 7 - Priorities on the FP7 Theme of Information and Communication Technologies – Discussion Workshop in Brussels – September 15, 2005.

The MED 7 initiative is seeking to identify the topics of that fit with the EU-MPC (Mediterranean Partner Countries) common interest regarding the theme "3. Information and Communication Technologies" in the COOPERATION Programme of the new EU RTD Framework Program proposal.

I have outlined below a preliminary reply. I have contacted several colleagues with responsibilities in the area of regional planning related to the Information Society in the Mediterranean and ICT development in the region. In the following I use an excellent set of documents they published lately. If possible their comments will be incorporated later. Hereby some suggested priorities and their rational

1. **The MPC and current regional ICT policy development**

- The 2005 eReadiness rankings published by the Economist Intelligence Unit (http://www.eiu.com/site_info.asp?info_name=eiu_2005_e_readiness_rankings) and the Middle East Internet Usage and Population Statistics (see: http://www.ictdar.org/ indicate the diverse characteristics of the MPC regarding ICT development and indirectly their possible RTD interests for international cooperation.

- Israel has prepared a detailed comment on the Commission's proposal for the 7th Framework Programme (http://www.iserd.org.il/Fp7/Documents/FP7_israel_ position.pdf). The relevant commentaries will be later supplemented by the ICT RTD priorities of relevant Israel planners and funding agencies.

- Priorities for EU-MPC cooperation in ICT RTD should take in consideration the policy planning work being carried out by regional agencies for economic development. It should seek to establish synergies with the programmes implementing such policies. A partial list of such documents follows:

- The UN Economic and Social Commission for Western Asia issued lately the following documents:

Regional Plan of Action for Building the Information Society

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admin@makash.org.il http://makash.org.il/

The ICTDAR – UNDP is implementing the following projects
(see: http://www.ictdar.org/ICTDAR_projects.htm):
ICT for Small and Medium Enterprises (SMEs) ; Community Access Centers; Regional e-Government institute; WRCATI - Promoting the rights of women and children through the use of ICT

2. **ICT Internationalisation – Arabic and Hebrew** **I totally support that especially that it is directly related to e-content development which is the driver for the information society development. We need to have performant search engine as well. This will call of course on normalization as well as domain naming policy**

Proposal: RTD for Internationalisation of ICT, with a particular emphasis on Arabic and Hebrew, should be a priority for EU-MPC International Cooperation in the FP7.

Rational: The languages employed in most MPC are Arabic and Hebrew. These languages pose common RTD challenges for their seamless application in ICT. Both use non-Latin character sets; are written from right to left; and pose challenges in areas like - Characters, Fonts, Language, Text formatting, Bidirectional text, Resource identifiers, Locale specific data, Forms, Structure & metadata, Display issues. The Internationalision of the Speech Synthesis Markup Language is a good example (see: http://www.w3c.org/2005/08/SSML/ssml-workshop-cfp). Its essential role is to provide authors of synthesizable content with a standard way to control aspects of speech such as pronunciation, volume, pitch, or rate across different synthesis-capable platforms. The common interest of the MPC in this matter creates an unique opportunity for EU-MPC cooperation.

Regional Plan of Action for Building the Information Society specifically refer to the following priority areas for RTD (page 11): Arabic Natural Language Processing with speech input/output command functionalities, Arabic optical character recognition (OCR) and Arabic full indexing techniques.

3. **Priorities for the EU-MPC countries cooperation in ICT RTD**

Pending further comments from the colleagues that coordinated the above mentioned policy reports my conclusion regarding the adequate priorities is the following.

Proposal: The issues listed under the **Applications Research** bullet of the Activities proposed for the 3. Information and Communication Technologies Theme of the 7FP proposal should be the first priority for EU-MPC cooperation. The specific issues included are: ICT meeting social challenges; ICT for Health; Inclusion; ICT for Mobility; in support of the Environment; for Governments; ICT for content, creativity and personal development; New Media paradigms; Technology enhanced learning; Accessibility to digital cultural resources; ICT in support of business and industry; Manufacturing; ICT for Trust and Confidence.

I believe that creating a real PPP as well as new partnership between the universities and private sector will boost R&D in the region. This will call on a legal framework, institutional arrangement, capacity building as well as clear vision and strategies regarding research and R&D. Incubators could be one way of addressing this but it should be complemented with curricula and higher education reform in order to really prepare the generation of researchers we need. Building

operational networks among diffrents research lab and centers is also a way to address this gap. Effective means beyond the cable and the infrastructure but also the content and the mechanisms

ICT to address social services gaps (Education and health) is definitely a priority.

ICT to support SMEs and thus help create jobs, address unemployement and create wealth is a priority

ICT to empower youth and women and lead to more open and democratic society is also a priority

Rational:

The issues listed under the Applications Research bullet closely parallel the priorities set in the diverse ICT policy documents that have been prepared and discussed in the last year by regional development agencies.

In particular the UN ESWA documents, Regional Plan of Action for Building the Information Society, set the following expected accomplishments and strategicactions:

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1.2 To develop the software industry and promote the region as a centre of excellence in some ICT fields. 1.2.2 Promote research and development to stimulate and boost creativity, thereby developing indigenous technology solutions.

3. E-learning applications

3. To develop an e-learning industry. 3.1.1 Promote research and development with the aim of triggering innovative modalities and teaching methods with a greater impact on learning and society.

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are digital games, digital video and audio, mobile applications and services, content-processing software, digital archiving and e-learning materials.

The present document is an initial draft to be complemented as soon as additional information is received from the officers contacted.

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admin@makash.org.il http://makash.org.il/

Winer, Dov - וינר, ברנדו דב

From: Rafael Rodriguez [raro@orgc.csic.es]

Sent: יום רביעי 21 דצמבר 2005 00:17

To: Ahmed Saleh; Abdelfadl Bennani; Bart Jourquin; Brigid Gavin; Brigitte Decadt; Christophe Louvard; DovW; Fotis Karayannis; Gregory Grigoropoulos; Hamid Ez-Zahraouy; Jacques Claude; Jamal Jaber; Jose Luis Calvo; Juan Miguel Gonzalez Aranda; Nicole Riveill; Ole Thorson; Paolo Pasimeni; Rafael Rodr?guez Clemente; Sami Tabbane; Tayeb Mohammed-Brahim; Youssef Monsef

Cc: JUANMI@orgc.csic.es; PAOLO@orgc.csic.es

Subject: MED 7 - Dissemination and final recommendations (Extension Workshop: experts' email list)

Importance: High

Dear colleagues,

First of all we want to thank all of you for taking part during this year in the Workshops and discussion of the MED7 Project, which has provided interesting conclusions and recommendation for the forthcoming initiatives of Euro-Mediterranean cooperation in Science and Technology.

At the same time, we can tell you that we will disseminate these results to all the officers responsible for the international cooperation, within the European Commission, to all the MoCo Members and to those personalities within the EC, Member States and Mediterranean Partner or Associated Countries, who are interested in them.

In an attempt to provide a more detailed and effective work, we are going to collect the contributions to each thematic area, and to publish them in a final CD that will contain all of the papers. For this reason, we kindly ask you to let us publish the written contributions, or to write a paper about the topic you discussed at the MED 7 Workshops, and send us, in order to integrate it in this final publication. Moreover, if you consider that a previous paper from you or from any other person, nor subjected to IPR limits, should be included, please, send it to us.

You are free to focus the paper on the aspect(s) you consider more relevant, always keeping in mind the general framework of the thematic area. In many cases, we know that the impellent necessity we had during the workshops, to obtain a final synthetic document, forced all of us to select topics and points of view, without giving enough space to all the interesting contributions that the discussion generated. So this is the opportunity to present these contributions in a complete manner, and they will be all part of a final work that will better show the debate and the bases of the final recommendations.

All your contributions are welcome. During the next month we hope to receive all the contributions. In any case, we kindly ask those of you who are interested in participating to this further initiative, to let us know. So, please, tell us if you are interested or not.

Thank you very much again for your participation,

Herewith we include the final version of the synthesis document of all the workshops.

Greetings for the new year!.

Rafael Rodriguez
MED7 Coordinator

dov winer

14 ינואר 2003

לכ'

סמי רבל

מנהל כלכלית 3

משרד החוץ

ירושלים

שלום רב,

הנדון: <u>פעילות בינלאומית של ישראל בתחום חברת המידע</u>

קיבלתי את הזמנתך למפגש ב- 21 לחודש בעניין הפסגה העולמית של חברת המידע.

אני שמחתי לראות שאתה לוקח את היוזמה, בתוך משרד החוץ, להתייחס להיבט החשוב הזה של הפעילות הבינלאומית של ישראל.

זה מספר שנים בפורומים בינלאומיים שונים העוסקים בפיתוח חברת המידע. ניתן לזהות פעילות ממשלתית ענפה באמצעות ארגונים לא ממשלתיים.

להלן אני מציין מספר נושאים שראוי שמשרד החוץ יתעדכן עליהם ויחליט על מידת העניין שלו להיות מעורב:

1. איגוד האינטרנט Internet Society . הוקם ביוזמת ה- NSF כארגון לא ממשלתי בכדי לארח תפקידים מרכזיים בפיתוח הטכנולוגיות, הסטנדרטים ופרוטוקול האינטרנט. קיימת השפעה משמעותית של מחלקת המדינה ביוזמות הסיוע למדינות מתפתחות שהוא יוזם. קיימת מעורבות של משרד המסחר האמריקאי בפעילותו במסגרת ICANN הארגון להקצאת שמות ומספור באינטרנט. http://www.isoc.org

   יזמתי עם אחרים ב- 1994 הקמת שלוחה בישראל של ISOC . המדובר באיגוד האינטרנט הישראלי. האיגוד מפעיל את שדרת האינטרנט הישראלי IIX; הוא גם מהווה הרשם לשמות המתחם תחת הסיומת IL באינטרנט. http://www.isoc.org.il

2. The Internet Corporation for Assigned Names and Numbers - ICANN

   ארגון ללא מטרות רווח שהוקם בכדי ליצור שותפות רחבה יותר של מדינות נוספות מלבד ארה"ב באחריות להקצאת כתובות IP אינטרנטת,ניהול הקצאת שמות המתחם, וניהול שורש מערכת האינטרנט. תפקידים שלפני כן נעשו על ידי ארגון שנקרא IANA על פי חוזה עם ממשלת ארה"ב. http://www.icann.org/general/abouticann.htm

3. W3C קונסורציון בינלאומי העוסק בפיתוח ה- Web . http://www.w3c.org

4. eEurope : נושא חברת המידע נמצא במרכז הפעילות של הנציבות האירופאית עם מגוון יוזמות בתחום המסחר, הממשל הזמין, פיתוח שוק התוכן התרבותי הדיגיטלי, החינוך ועוד. ישראל משתתפת בהצלחה בפעילות המו"פ הקשורה לחברת המידע. יחד עם זאת נוצרו הזדמניות למעורבות גם בתחומים נוספים: הסקר האירופאי של חברת המידע שהתקיים עד לפני שנה בישראל (ניהלתי הפרק הישראלי במסגרת אוניברסיטה תל-אביב); חברות של ישראל ברשת משרד החינוך האירופאים העוסקים בישומי התקשוב בחינוך; מעורבות ישראל בתוכנית לפיתוח שוק לתוכן תרבותי דיגיטלי; ועוד.

5. European Internet Foundation : המדובר בארגון שהוקם על ידי חברי הפרלמנט האירופאי. מטרותו לעזור לגבש את המדיניות הציבורית כמענה למהפכת האינטרנט. לשם כך

p.o.b. 151 doar haela 99875 israel phone: (972) 2-5332286 fax: (972) 2-5333269

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הוא מקיים דיונים ועדכונים מטעם אנשים בכירים בתחום; פרוייקטים מיוחדים; ודו שיח עם קהלי יעד נרחבים יותר בכדי לזהות: (א) הנושאים החשובים ביותר בהיבטים החברתיים, כלכליים ופוליטיים הנובעים מחברת המידע (ב) חלופות פוליטיות בכדי להתמודד עם אותם הנושאים. חברים בו מלבד חברי הפרלמנט גם מספר תאגידים עסקיים בינלאומיים גדולים. מתקיים גם דיאלוג האטלנטי בו נדונים עניינים משותפים לאירופה וארה"ב בתחום חברת המידע. יזמנתי חברות של איגוד האינטרנט הישראלי ב- EIF. אני משתתף בפגישות כשמזדמן לי להיות בבריסל בזמן שמתקיימות ישיבות. מצורפת הזמנה ורשימת משתתפים לפגישה הקרובה שיתקיים בשבוע הקרוב. http://www.eifonline.org/

אשמח להיפגש איתך בכדי להוסיף פרטים בסעיפים הנ"ל בהם יכול להיות לך עניין לקראת מעורבות רבה יותר של משרד החוץ בהיבטים הבינלאומיים של חברת המידע.

בברכה,

דב וינר

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dov winer

14 ינואר 2003

לכ'

סמי רבל

מנהל כלכלית 3

פקס: 02 5303298

משרד החוץ

ירושלים

שלום רב,

הנדון: <u>פעילות בינלאומית של ישראל בתחום חברת המידע</u>

קיבלתי את הזמנתך למפגש ב- 21 לחודש בעניין הפסגה העולמית של חברת המידע.

שמחתי לראות שקיימת עכשיו התעניינות ויוזמה במשרד החוץ להתייחס להיבט חשוב זה של הפעילות הבינלאומית של ישראל.

ניתן לזהות פעילות ממשלתית ענפה, ברובה באמצעות ארגונים לא ממשלתיים, בפורומים בינלאומיים שונים העוסקים בפיתוח חברת המידע.

אני מציין להלן מספר נושאים שראוי שמשרד החוץ יתעדכן עליהם ויחליט על מידת מעורבותו:

1. **איגוד האינטרנט Internet Society** . הוקם ביוזמת ה- NSF כארגון לא ממשלתי בכדי לארח תפקידים מרכזיים בפיתוח הטכנולוגיות, הסטנדרטים ופרוטוקול האינטרנט. קיימת השפעה משמעותית של מחלקת המדינה ביוזמות הסיוע למדינות מתפתחות שהוא יוזם. קיימת מעורבות של משרד המסחר האמריקאי בפעילותו במסגרת ICANN הארגון להקצאת שמות ומספור באינטרנט. http://www.isoc.org

   יזמתי עם אחרים ב- 1994 הקמת שלוחה בישראל של ISOC . המדובר <u>באיגוד האינטרנט הישראלי</u>. האיגוד מפעיל את שדרת האינטרנט הישראלי IIX; הוא גם מהווה הרשם לשמות המתחם תחת הסיומת IL באינטרנט. http://www.isoc.org.il

2. **ICANN** - The Internet Corporation for Assigned Names and Numbers

   ארגון ללא מטרות רווח שהוקם בכדי ליצור שותפות רחבה יותר של מדינות נוספות מלבד ארה"ב באחריות להקצאת כתובות IP אינטרנטת,ניהול הקצאת שמות המתחם, וניהול שורש מערכת האינטרנט. תפקידים שלפני כן נעשו על ידי ארגון שנקרא IANA על פי חוזה עם ממשלת ארה"ב. http://www.icann.org/general/abouticann.htm

3. **W3C** הקונסורציון הבינלאומי העיקרי העוסק בפיתוח ה- Web. http://www.w3c.org . אני משמש כנציג איגוד האינטרנט הישראלי .

4. **eEurope** : נושא חברת המידע נמצא במרכז הפעילות של הנציבות האירופאית עם מגוון יוזמות בתחום המסחר, הממשל הזמין, פיתוח שוק התוכן התרבותי הדיגיטלי, החינוך ועוד. ישראל משתתפת בהצלחה בפעילות המו"פ הקשורה לחברת המידע. יחד עם זאת נוצרו הזדמניות למעורבות גם בתחומים נוספים: הסקר האירופאי של חברת המידע שהתקיים עד לפני שנה בישראל (ניהלתי הפרק הישראלי במסגרת אוניברסיטה תל-אביב); חברות של ישראל ברשת משרד החינוך האירופאים העוסקים בישומי התקשוב בחינוך; מעורבות ישראל בתוכנית לפיתוח שוק לתוכן תרבותי דיגיטלי; ועוד.

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בנוסף ליוזמה נרחבת בתחום חברת המידע למדינות הים התיכון לאחרונה יזמה הנציבות יוזמה המיועדת לאמריקה הלטינית. הייתי מעורב בתהליך **ALIS** ובמהלך מעורבות זו קשרתי קשרים ענפים עם העמיתים ביבשת המרכזים תכניות לאומיות בתחום חברת המידע.

5. **European Internet Foundation**: המדובר בארגון שהוקם על ידי חברי הפרלמנט האירופאי. מטרותו לעזור לגבש את המדיניות הציבורית כמענה למהפכת האינטרנט. לשם כך הוא מקיים דיונים ועדכונים מטעם אנשים בכירים בתחום; פרוייקטים מיוחדים; ודו שיח עם קהלי יעד נרחבים יותר בכדי לזהות: (א) הנושאים החשובים ביותר בהיבטים החברתיים, כלכליים ופוליטיים הנובעים מחברת המידע (ב) חלופות פוליטיות בכדי להתמודד עם אותם הנושאים. חברים בו מלבד חברי הפרלמנט גם מספר תאגידים עסקיים בינלאומיים גדולים. מתקיים גם דיאלוג האטלנטי בו נדונים עניינים משותפים לאירופה וארה"ב בתחום חברת המידע. יזמנתי חברות של איגוד האינטרנט הישראלי ב- EIF. אני משתתף בפגישות כשמזדמן לי להיות בבריסל בזמן שמתקיימות ישיבות. מצורפת הזמנה ורשימת משתתפים לפגישה הקרובה שיתקיים בשבוע הקרוב. http://www.eifonline.org/

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בברכה,

דב וינר

נ.ב.:הטלפונים נוספים שלי הם 050 552065 ו- 02 6202992

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מדינת ישראל

משרד החוץ

שמור/רגיל

ה'	בשבט	התשס"ג
8	בינואר	2003

מס' מסמך: 1151166

אל: דב וינר, פקס: 02-6204194

מאת: מנהל כלכלית 3

הנדון: <u>הפסגה העולמית של חברת המידע</u>

הפסגה העולמית של חברת המידע (WSIS) נוסדה במסגרת האו"מ, כדי להתמודד עם האתגרים הגלובליים הכרוכים בהתפתחות טכנולוגיות התקשורת והמידע. זאת בהיבטים המסחריים, המקצועיים ובעסקים כמו גם ההשלכות החברתיות, בתחום החינוך, הבריאות ועוד. הראייה העומדת מאחורי התהליך היא שההתמודדות עם השינויים מרחיקי הלכת צריכה להתבצע ברמה הגלובלית.

הפסגה תתבצע בשני שלבים - הראשון ב 10-12 בדצמבר 2003 בג'נבה והשני ב-2005 בתוניסיה. ההכנה לפסגה הינה בעיצומה וכבר התקיימו מספר אירועים משמעותיים. בחודש יולי 2002 התקיימה ועדה מכינה ראשונה, בספטמבר התקיים בג'נבה מפגש בנושא תכנים ובנובמבר התקיימה בבוקרשט הועידה המיניסטריאלית האיזורית הפאן-אירופית. ס/יו"ר הכנסת מיכאל נודלמן, ייצג את ישראל בועידה זו, בברכתו של ראש הממשלה. בתקופה הקרובה צפויים מפגשים איזוריים גם באסיה ודרום אמריקה. פרטים נוספים על הפסגה ועל המפגשים השונים ניתן למצוא באינטרנט: www.itu.int/wsis .

ב-17-28בפברואר 2003 תתקיים בג'נבה הועדה המכינה השנייה. לפי החלטת המארגנים, ועדה זו תתמקד בנושאי המהות. לאור חשיבות הנושא יש לשאוף לשילוב מומחה מישראל באחד מהשולחנות העגולים המתוכננים בועדה המכינה. זאת בסוגיות שונות כגון: תשתית, יישומים, אבטחת מערכות מידע, פערים טכנולוגיים, סביבה ועוד.

חשוב גם להכין הצעות מעשיות (אותן ניתן לרכז בנייר שיוגש לועדה) וכן לקדם השתתפות של נציגי התעשייה הישראלית, שהינה בין המובילות בתחום זה בעולם. רעיון נוסף שניתן לבחון הינו עריכת סמינר בישראל, באחד מתתי-הנושאים הקשורים לפסגת חברת המידע, עבור משתתפים מארצות מתפתחות, בפרט ממזרח אירופה ואירו-אסיה.

לשם הכנת ההשתתפות הישראלית בתהליך בכלל ובפרט בועדה המכינה השנייה של פסגת חברת המידע העולמית, נודה על השתתפותך במפגש שיתקיים בבניין החדש של משרד החוץ בירושלים (אולם כרמל) ב-21/1/03 בשעה 15:00 .
אנא אישורך בטלפון: 02-5303438/434.

ב ב ר כ ה,

סמי רבל

02 5303298 פקס

TOTAL P.01

שלום לכולם,

להלן לעדכונכם, בעקבות השתתפותי במפגש שבנדון:

1. ב-15-18 יולי התקיימה בפריס ועידת הכנה לקראת פסגת חברת המידע העולמית, בהשתתפות כ-700 נציגים מכל העולם. המטרה העיקרית של הכינוס היתה להתקדם בהכנת "הצהרת העקרונות" ו"תכנית הפעולה". למעשה, התקרבות מעשית לכיוון של טקסט מוסכם הושגה רק לגבי הצהרת העקרונות. זאת תוך דיונים אינטנסיביים במליאה וכן בקבוצות עבודה מצומצמות שכונסו בנושאים הרגישים יותר – גישה אוניברסלית, אבטחה, governance וכד'.

2. למרות ההתקדמות הניכרת שהושגה, חשוב להדגיש כי נותרה עבודה רבה עד לגיבוש הטקסט הסופי ל"הצהרת העקרונות", כדי שתזכה לתמיכת כל המדינות בפסגה בדצמבר. לשם כך, עוד צפוי דיון משמעותי בפרפקום-3 בספטמבר בג'נבה, שם גם ייעשו מאמצים להתקדם בתכנית הפעולה. ניתן לעקוב אחר הניירות באתר האינטרנט של הפסגה www.itu.int/wsis , אך כדאי לעקוב לקראת סוף חודש אוגוסט, אז תפורסם גירסה מתקדמת יותר של תכנית הפעולה.

3. אחד האתגרים עליו מסכימים כמעט כולם הוא הצורך בהשגת הצהרה קצרה, קליטה ומובנת לציבור הרחב. השאיפה לגבי תכנית הפעולה היא שתהיה מוטת פעולה ממוקדת תוך העמדת benchmarks ברורים להתקדמות. הכוונה היא שתכנית הפעולה, עליה יוחלט בפסגה בג'נבה תתחיל להיות מיושמת בתקופה שעד הפסגה בתוניסיה ב-2005.

4. האתגר משמעותי לאור האינטרסים המגוונים ולעיתים הסותרים של המדינות השונות. כצפוי, המדינות המתפתחות מתמקדות בנושאי סיוע, גישה לטכנולוגיה, מניעת אפליה וכו'. מבין אלו, פעילות במיוחד מדינות באפריקה, סין, מלאזיה, אינדונזיה, רוסיה, הודו, מצרים, סעודיה, איראן, ברזיל, קובה ומדינות נוספות מאמל"ט. מדינות מפותחות (בראשן כמובן האיחוד האירופי וארה"ב) דואגות בראש וראשונה לנושאי בטחון, פשע באינטרנט, סייבר-טרוריזם, הגנת הצרכן, סחר חופשי וכד'.

5. מעבר לאינטרסים של מדינות,באו לידי ביטוי במפגש ההכנה גם אינטרסים של הסקטור הפרטי, ארגונים בינ"ל, החברה האזרחית וארגונים בלתי ממשלתיים רבים – בנושאי זכויות אדם, מיעוטים, מוגבלי יכולת, מגזרים מקופחים, צעירים ועוד.

6. מבחינת ישראל, הערותינו, שגובשו בועדת ההיגוי שהוקמה לשם כך, הועברו למזכירות ופורסמו. חלק מהניסוחים שהצענו אומצו וכן נלקחו לתשומת לב הערות כלליות יותר לגבי סדרי עדיפויות (כגון הענקת סדר עדיפות גבוה לנושא האתיקה). ככלל, הדיונים התקיימו באוירה מקצועית ועניינית, תוך מזעור הפוליטיזציה (בכלל זאת גם מצד מדינות ערב). ניכר שהמדינות מעוניינות להפיק את המירב מהפוטנציאל הטמון בתהליך (כל אחת על פי אינטרסיה).

7. עם זאת, לא רק על הניירות לבדם יחיה האדם. בפריס התקיים גם מפגש של בעלי היוזמות השונות לפעילויות במסגרת WSIS והן רבות ומגוונות – ICT-4D , PREPCOM.NET , WORLD M-, MEDIA FORUM , INFO-DEV , VIRTUALWSIS.NET ועוד. המארגנים הבטיחו שכל היוזמות יהיו מחוברות באמצעות קישורים באינטרנט (כולל לאתר המרכזי של הפסגה). כמו כן, השוויצרים יעמידו מרכז כנסים גדול אחד , בו יתקיימו כל האירועים. ניתן להעריך כי האירועים ימשכו תשומת לב רבה (אולי אף יותר מהדיונים הפורמליים). זאת, אם בהשתתפות פיסית בג'נבה בתערוכות, סדנאות והרצאות במרכז התערוכות והן בהשתתפות וירטואלית בפורומים באינטרנט, בשידורים ישירים ברשת, בראיונות אינטראקטיביים ועוד.

8. אנו ממשיכים בקידום השתתפות פעילה של ישראל גם באירועי הצד, כדי שניתן יהיה להציג יכולות שפותחו בישראל, הצעות לפרוייקטים, שיתופי פעולה ועוד. לשם כך פנינו (בשיתוף פעולה עם פרופ' אחיטוב וקרין ברזילי-נהון מאוניברסיטת ת"א) לועדה המארגנת בהצעה לעריכת אירוע ישראלי בנושא צמצום פערים דיגיטליים. אנו עומדים בקשר שוטף עם האחראי על האירועים, לשם שיריון חדר שיעמוד לרשותנו למספר שעות בעת הפסגה לקיום האירוע. נמשיך לעדכנכם בנושא זה ונשמח לשמוע רעיונות נוספים.

9. חשוב להדגיש גם כי באתרי האינטרנט של האירועים השונים שקשורים בפסגה יש פירוט של אירועים רבים המתוכננים בג'נבה, אשר כוללים גם לעיתים אנשי קשר. המארגנים הדגישו מספר רב של פעמים כי כוונה מרכזית היא לעודד שיתופי פעולה חוצי ארגונים וגבולות. נשמח על יוזמותיכם.

10. בין משתתפי ועדות ההכנה קיימת תמיכה רחבה לגבי חשיבות התהליך ותרומותיו האפשריות בתחום חברת המידע. עם זאת, לאור הזמן הקצר שנותר, האתגר שנותר הינו משמעותי. זאת הן בסיכום הניירות, הן בגיבוש תכניות פעולה והן בהשלמת ההכנות לאירועי הצד. מזכ"ל האו"ם נרתם אף הוא למשימה ופרסם הודעה לתקשורת המעודדת את כל המנהיגים, את הסקטור הפרטי, את ארגוני החברה האזרחית ושאר המעורבים להגביר את פעילותם. הוא אף מינה יועץ מיוחד לקידום הפסגה.

לסיכום, גם מבחינתנו לא נותר זמן רב מידי לקידום השתתפות פעילה של ישראל בפסגה. לאחר שנתאושש מחום הקיץ כבר נכנס לישורת האחרונה של ועידות ההכנה. להערכתי, שיתוף הפעולה בין משרדי הממשלה הנוגעים בדבר, האקדמיה, התעשייה והארגונים הבלתי ממשלתיים טומן בחובו פוטנציאל לחשיפת היכולות של ישראל בתחומי חברת המידע ולסיוע בעיצוב המסגרות הבינ"ל שיהוו את סביבת העבודה של חברת המידע בשנים הקרובות.

כדי להמשיך לקדם את השתתפותנו, אנו מתכננים לקיים בתקופה הקרובה מפגש נוסף של פורום ההכנה הישראלי לפסגה (אנא, העבירו אלינו אילוצים מיוחדים לגבי מועדים, במידה וקיימים). להערכתי, כדאי לבחון גם עריכת כנס רחב יותר, בהשתתפות נציגים ממשרדי ממשלה, חברות פרטיות, אוניברסיטאות שונות וארגונים הבלתי ממשלתיים. כנס כזה יוכל להוות במה להעלאת רעיונות ולהתייחסות לסוגיות שעל הפרק בתחומי חברת המידע. זאת לדוגמא באמצעות שולחן עגול של נציגי המגזרים השונים. הדבר יוכל לסייע לשיפור התיאום הפנים ישראלי, להשגת יתר חשיפה (כולל בתקשורת) וכן לגיבוש רעיונות ישראלים נוספים לקראת הפסגה והתהליך שבין ג'נבה 2003 לתוניסיה 2005. אשמח לשמוע את רעיונותיכם והצעותיכם גם בהקשר זה.

סמי רבל

Main Identity

From: "Kadosh Maya" <maya.kadosh@mfa.gov.il>
To: <boaz@mof.gov.il>; <barelid@int.gov.il>; <admin@makash.org.il>; <amir@emet.co.il>
Sent: יום רביעי 02 אפריל 2003 10:15
Subject: wsis.doc

אל : משתתפי הדיון

מאת : כלכלית 3

הנדון : הפסגה העולמית של חברת המידע – מפגש הכנה מס' 2

1. אתמול (27.3) נערך במשה"ח דיון בינמשרדי בנושא "פסגת חברת המידע". הדיון התקיים בהנחיית סמנכ"ל כלכלה ומנהל כלכלית 3 ובהשתתפות – אוניברסיטת תל אביב – פרופ' ניב אחיטוב, פרופ' זאב סגל, קרין ברזילי-נהון, משרד החינוך –מנהלת המינהל למדע וטכנולוגיה ד"ר יפה ויגודסקי, יוסי אגוזין, ממונה על קשרי חוץ – יפה גב, משרד האוצר – אגף בינ"ל, רוני הרשקוביץ, משרד החקלאות – ממ"ר -אהוד גלב, תמ"ס – לשכת המדען הראשי ראש תחום תוכנה – זאב אדלמן, עמותת המקור – גלעד בן-יוסף, אופק דורון, התאחדות התעשיינים – סמנכ"ל – רפי ברנדר, מזכ"ל ארגון בתי תוכנה – אמנון ליבוביץ', מכון היצוא – ענף תוכנה – שי יוספן, עמותת מוח – יו"ר – אסתי פפר, משה"ח – ארב"ל – אלי בן-טורה, קשתו"ם - אריה שר , יעקב הדס, משפט בינ"ל – רונית בן דור, כלכלית 3 – הח"מ.

2. בראשית הדיון דיווחו פרופ' ניב אחיטוב ומנהל כלכלית 3 על השתתפותם בוועדה המכינה השנייה של ה-WSIS, שהתקיימה בג'נבה ב-17-28/2 . בוועידה השתתפו כ-1500 משתתפים מכל המגזרים ובהשתתפות בולטת של רומניה, סנגל, ארה"ב, קנדה, יפן וא"א. הועדה נחלקה ל-2 חלקים עיקריים –
   א. דיוני מומחים ב-8 נושאים עיקריים. בכל דיון השתתפו כ-300-200 אנשים - נציגי ממשלות, ארגונים בינ"ל ממשלתיים ובלתי ממשלתיים וסקטור פרטי. המומחים היו אנשים מדיניים, נציגי אקדמיה וארגונים.
   ב. חלק מדיני פוליטי – ניסוחים של ניירות עבודה ועקרונות מנחים לקראת הפסגה בדצמבר.

3. הנושאים העיקריים שנדונו בועידת ההכנה היו –
   א. הפער הדיגיטאלי – ההבדלים בין המדינות המתפתחות למפותחות והאפשרויות להגביר את הנגישות למקורות המידע. בכלל זה נדונו גם נושאים של לוקליזציה ,רב לשוניות ושימור תרבות מקומית, הנגשת שירותים לאוכלוסיות בעלות צרכים מיוחדים.
   ב. נושאים של חקיקה ושפיטה ברשת ובכלל זה זכויות קניין רוחני, יכולות שפיטה, אבטחת מידע וכו'.

4. ישראל השתתפה באופן פעיל, הרצאתו של פרופ' אחיטוב במסגרת שולחן עגול זכתה להתעניינות גדולה. רבים ניצלו את השתתפותנו באירוע על מנת להעלות הצעות לשיתופי פעולה ולבקשות מידע. לא הייתה ביקורת מדינית מיוחדת כלפי ישראל והיה ניכר כי מדינות ערב התמקדו בעיקר בהגדרת צרכים פנימית ובניסיונות להציג תוכניות פעולה מקומיות.

5. לקראת דצמבר ישנה ציפייה להשתתפות פעילה של ראשי מדינות בכינוס. עד כה ישנן הערכות כי מדובר בכמה עשרות ראשי מדינות מהם – קנדה, איטליה, צרפת, רומניה וסנגל (השתיים האחרונות כבר השתתפו ברמת ראשי מדינות בוועידה המכינה). בקרב המשתתפים התגבשה ההנחה כי יש צורך להקים ארגון בינ"ל מיוחד שיעסוק בסוגיות חברת המידע וכן קרן שתממן פעילויות להקטנת הפער הדיגיטאלי. בנוסף יהיה ניסיון לגבש אמנה בנושאים אלו.

6. מנהל כלכלית 3 הציג את שני המוקדים העיקריים לפעילות ישראלית לקראת הפסגה –
ראשית – במסגרת ההכנות לפסגה, הונחו על השולחן שני ניירות לדיון (העתקים ניתן למצוא באתר האינטרנט של הפסגה) –
א. Draft action plan
ב. Draft declaration of principles

ניתן להעביר את הערות המדינות השונות לניירות אלו עד סוף חודש מאי. מנהל כלכלית 3 הבהיר כי חשוב מאוד שישראל תעביר את הערותיה, כדי שקולה ישמע ולשם קידום האינטרסים והעמדות בסוגיות העומדות על הפרק. כל המשתתפים התבקשו להעביר הערותיהם לניירות לכל המאוחר עד 30/4 על מנת שמשרד החוץ יוכל להעבירן לוועדה.

7. הפסגה העולמית של חברת המידע מורכבת מרשת של אירועים מקבילים – פסגה מדינית, חברה ואתיקה, ממשל, עתיד, נוער, נשים, חזונות לעתיד וכו' (פרוט ותרשים באתר הועידה)
מנהל כלכלית 3 ביקש לגבש תכנית עבודה, להשתתפות ישראלית בתחומים רלבנטיים ובעלי עדיפות – הן לקראת הועידה המכינה השלישית של WSIS בספטמבר והן לקראת הפסגה.
על דעת רב המשתתפים הוחלט כי על ישראל לרכז את פעילותה במספר נושאים מצומצם ששם יש לה יתרון יחסי בולט.
הוחלט כי כל אחד מהמשתתפים ייקח חלק בקבוצת עבודה מצומצמת יותר עפ"י תחומים. כל קבוצת עבודה תגבש נייר חזון בתחומה ותציע הצעות לפעולה (מרצים, פרויקטים, ביתן תדמית וכו'). לכל אחת מהקבוצות ימונה יו"ר אשר יהווה חלק מועדת ההיגוי לקראת הפסגה.
חלוקת קבוצות העבודה לפי תחומי העניין שהציגו המשתתפים והנחיות ספציפיות, יועברו בנפרד.

8. הפסגה מהווה אף הזדמנות לקדם שתופי פעולה ופרויקטים עם מדינות וגופים שלישיים (ארה"ב, א"א, בנק עולמי וכו') מול מדינות יעד (ירדן, מזרח-אירופה ואירו-אסיה). המשתתפים הציגו פעילויות מגוונות שכבר נעשות מול אונסקו (אונ' תל-אביב), מול הא"א , במסגרת תוכנית המסגרת למו"פ FP5 (משרד החקלאות ומשרד החינוך) והעלו רעיונות נוספים להמשך פעילות.

9. בסיכום הדיון הוחלט שמשרד החוץ יעביר את רשימת קבוצות העבודה והיו"רים לכלל המשתתפים. ועדת ההיגוי שתורכב מראשי קבוצות העבודה תמשיך ותיפגש לפי הצורך על מנת לעקוב אחרי התקדמות העבודה ויישומה. כמו-כן, הוחלט שכל משתתף יגבש את המלצותיו בהקשר לניירות העבודה ויעבירם למשה"ח בהתאם.תיערך פגישה של ועדת ההיגוי בחודש מאי, טרם העברת ההערות של ישראל לטקסטים.

עד כאן,
בברכה
מאיה קדוש

ו' ניסן, תשס"ג
8 אפריל, 2003

לכבוד,

משתתפי דיון ההכנה מס' 2 לפסגה העולמית של חברת המידע

הנדון: קבוצות עבודה לאירועי ה-WSIS

1. בהמשך לדיון בנושא שבנדון, שקיימנו במשרד החוץ ב-26/3/03, מציעים להקים קבוצות עבודה שיעסקו בתחומים הבאים:

א. נושאי SOCIETY & ETHICS

ריכוז הפרוייקט –
פרופ' ניב אחיטוב, יו"ר ועדת התקשורת והאינפורמטיקה עבור אונסק"ו, קרין ברזילי-נהון (אונ' ת"א) והגב' יפה ויגוצקי, מנהלת המינהל למדע וטכנולוגיה - משרד החינוך
משתתפים: דני בר-אלי – מזכ"ל הועד הישראלי לאונסק"ו, יוסי אגוזין (מש' החינוך – המינהל למדע וטכ'), יפה גב (משרד החינוך – ממונה על קשרי החוץ), גלעד בן יוסף (עמותת המקור), גב' פנינה אל-על (משה"ח – קשרי תרבות ומדע).

ב. GOVERNANCE

ריכוז הפרוייקט: בועז דולב – משרד האוצר
משתתפים: נציג משרד התקשורת, זאב אדלמן (ראש תחום תכנה, לש' המדען הראשי בתמ"ס) והאיגוד הישראלי לאינטרנט – המנכ"ל אמיר עציוני ודב וינר

ג. FUTURE ו-MARKET PLACES (ממליצים לאחד את הנושאים בק"ע אחת)

ריכוז הפרוייקט: רפי ברנדר – סמנכ"ל, התאחדות התעשיינים
משתתפים: משרד החקלאות ממ"ר – אהוד גלב, ארגון בתי תכנה – אמנון לייבוביץ',מכון היצוא ענף תכנה – שי יוספן, אסתר פפר – יו"ר עמותת מו"ח, גב' רינה פרידור – חממות טכנ'

ד. ריכוז הטיפול בפסגה, כולל הערות ישראל לניסוח ניירות הפסגה:
ה-Draft Action plan וה-Draft declaration of Principles.

אחראי הפרוייקט: משרד החוץ, מנהל כלכלית 3 (סמי רבל)
משתתפים: משה"ח – כלכלית 3 (מאיה קדוש) מנהל ארב"ל 1 (אילן אלגר) ומשפט (רונית בן-דור), מש' התקשורת – מנהלת קשרי חוץ (נעמה הניג) , רוני הרשקוביץ – משרד האוצר ורכזי הפרוייקטים המצויינים לעיל.

2. נודה על גיבוש רעיונות, במסגרת קבוצות העבודה שפורטו לעיל, בנושאים הבאים:
א. הכנת נייר המפרט את פעילותה של ישראל (הן פעילות שבוצעה כבר והן רעיונות לעתיד), בכל קבוצת עבודה על פי תחומי אחריותה. ממליצים להתאים זאת לתכני הפסגה העולמית של חברת המידע (כפי שעולה מהצעות הקבוצות האיזוריות והעבודה שנעשתה עד כה במסגרת הפרפקום).
ב. הכנת הצעות להשתתפות ישראל בפסגה שתיערך בדצמבר 2003- כולל לדוגמא השתתפות מומחים בשולחנות עגולים ופאנלים, הכנת מידע, וביתן תדמית .
ג. שיתופי פעולה אפשריים ופרוייקטים עם מדינות אחרות בתחומי קבוצות העבודה – ארה"ב, האיחוד האירופי, מדינות מזרח אירופה, ירדן וכד'. בהקשר זה, ממליצים לתת גם את הדעת על ניצול המפגשים הבינ"ל המתוכננים של ה-WSIS לפגישות עם מומחים ממדינות שלישיות.

מציעים כי התקופה הקרובה תוקדש לעבודה במסגרת הקבוצות שפורטו. <u>מתכננים לערוך מפגש הכנה כללי נוסף לקראת ה-WSIS לקראת סוף חודש יוני</u>, בפרט כדי להיערך לפרפקום מס' 3 שייערך בחודש ספטמבר.

3. להזכירכם גם כי ניתן להעביר את הערות המדינות השונות לניירות, שפורטו בסעיף 1.ד. לעיל, עד סוף חודש מאי 2003. להערכתנו, חשוב מאוד שישראל תעביר את הערותיה, כדי שקולה ישמע ולשם קידום האינטרסים והעמדות שלה בנושאים שעל הפרק. לאור זאת <u>נודה על קבלת הערותיכם לניירות עד 30 אפריל 2003</u>. זאת כדי שנוכל לערוך במועד נייר אינטגרטיבי שיועבר למטה ה-WSIS.

ב כ ב ו ד ר ב,

סמי רבל,
מנהל כלכלית 3

<u>סיכום דיון פרויקט "סלברייט"</u>

משתתפים:ורדה זמיר, דר רונית אשכנזי, אמנון לשם, דב וינר , יוסי אגוזין.

<u>תקציב</u>
פרויקט סלברייט מתוקצב ב 140 אלף יורו לאורך כל חיי הפרויקט 30 חודש יתרת זמן שנתיים ימים התקבל עד כה 41 אלף יורו .
בנושא תקציב סוכם כי אמנון לשם ישב מול רואה החשבון אשר יציג בפניו את המאזנים לבירור ההוצאות וההכנסות .
כמו כן סוכם כי הכספים לפרויקט "סלברייט" ישמשו אך ורק את מטרות הפרויקט ויוקצו רק אחרי אישור "מטה הפעלת פרויקט סלברייט" שהם המשתתפים בדיון ומנהל גף יישומי מחשב רוני דיין.

<u>מה נעשה עד כה</u>
שלושה מפגשים בחו"ל בהם השתתף דב וינר.

תרגום שאלונים שמטרתם בדיקת המוכנות של המערכת לקלוט פרויקט מסוג זה סוכם כי יועברו אלינו דוגמאות השאלונים שתורגמו.

במסגרת כנס מוח כונסו 50 משתתפים מתעשיית התוכן לדיון בנושא "אובייקטי למידה".

<u>המשך הדרך</u>
בחירת בתי הספר 75 במספר חטיבות ביניים קהל יעד גילאי 9-15 .

הקמת מרכז מידע במינהל למדע וטכנולוגיה כמרכז הכשרה ותמיכה לפיתוח ושימוש באובייקטי למידה וטכנולוגיות ניהול למידה יוסי יעביר לאמנון תוכנית דרישות ממנה יגזרו המשאבים הנדרשים .

יש לזהות 3-4 מורים שיעמדו במוקד הפעילות וישתתפו בסדנאות.

שילוב ספקי תוכן מקומיים והכנסת אובייקטי הלמידה שלהם לתוך הניסוי.

הפלטפורמה הטכנולוגית מסופקת ע"י יוזמי הפרויקט.

ספקי טכנולוגיה מקומיים יוכלו לתרום מניסיונם בהפעלת מערכות "ניהול למידה " ומערכות "ניהול תכני למידה מתקדמות" ולקדם את יישום והצלחת הניסוי בארץ וזאת במסגרת החלטה עקרונית שהתקבלה בדבר שיתוף תעשיית התוכן והטכנולוגיה בארץ.

איגוד האינטרנט מוכן לסייע ולתמוך יש לבדוק עניין זה מקרוב ואפשר לרתום אותו גם לכיוון הקמת מרכז המידע.

הפורום הנ"ל (כולל רוני דיין) יתכנס אחת לחודשיים.

יוסי אגוזין

<u>העתקים</u>
יפה ויגודסקי מנהלת המינהל
ורדה זמיר ס למנהלת המינהל
אמנון לשם תקציבן המינהל
דר רונית אשכנזי

רוני דיין מ גף יישומי מחשב
דב וינר מנכ"ל עמותת מקש

Dov Winer

From: "Ravel Sammy" <ravel@mfa.gov.il>
To: <mot54@inter.co.il>; <ronihe@mof.gov.il>; <gilad@benyossef.com>; <doron@penguin.org.il>; "Ben Tura Eli" <elibent@mfa.gov.il>; "Elal Pnina" <pninae@mofa.gov.il>; <rafib@industry.org.il>; <shay@export.gov.il>; <software@industry.org.il>; <ahituv@post.tau.ac.il>; "Karine Barzilai-Nahon" <karine@post.tau.ac.il>; <gelb@agri.huji.ac.il>; <estifeffer@yahoo.com>; <adelman@ocs.moit.gov.il>; <yaffage@mt.gov.il>; "Ehud Gelb" <IMCEAMAILTO-gelb+40agri+2Ehuji+2Eac+2Eil@mfa.gov.il>; <boaz@mof.gov.il>; <barelid@int.gov.il>; <amir@emet.co.il>; <admin@makash.org.il>
Sent: יום שלישי 08 אפריל 2003 12:19
Attach: קבוצות עבודה פסגה עולמית של חברת המידע.doc
Subject: WSIS - Working Groups

<<קבוצות עבודה פסגה עולמית של חברת המידע.doc>>

Following our meeting on 26/3/03,

Please find enclosed a document regarding the proposed composition of the working groups and areas of responsibility.

I would be happy to receive your comments.

Yours,

Sammy Ravel

י״ז שבט, תשס״ג
20 ינואר 2003

<u>הפסגה העולמית של חברת המידע – ישיבת תיאום במשרד החוץ</u>

<u>מצע לדיון</u>

1. מצגת – מידע כללי על הפסגה העולמית של חברת המידע (WSIS)

2. הכנת אג׳נדה חיובית:
א . היערכות להשתתפות ישראל בועידה – ממשלה, ארגונים בלתי ממשלתיים, סקטור פרטי.
מינוי נציג ישראלי לועדה המכינה השנייה ב-17-28 פברואר בג׳נבה.

ב. הכנת ״נייר חזון״ ישראלי לועידה (רצוי להכין נייר ראשוני עד הועדה המכינה בפברואר, על ידי ריכוז תרומות מהמשתתפים השונים). העברתו למארגנים לשם פרסום באתר האינטרנט.

ג. הכנת פרוייקט לדוגמא. נושא מוצע: ״צמצום פערים טכנולוגיים״ (כולל תיקצוב וחלוקת אחריות).

3. התמודדות עם אג׳נדה ביקורתית:
א. מצד הפלשתינים ומדינות ערב – לדוגמא ע״י הכנת פרסום לגבי פרוייקטים ללמידה ממוחשבת במגזר הערבי.

ב. מדינות מתפתחות (פערים טכנולוגיים).

ג. ארגונים בלתי ממשלתיים – בתחומי איכות הסביבה, בריאות, זכויות אדם וכו׳.

4. מעקב וביצוע:

א. פורום בינמשרדי (חוץ, תקשורת, תמ״ס, חינוך ומדע) – שת״פ עם הכנסת, התאחדות התעשיינים ואיגוד האינטרנט הישראלי. הכנת התרומה המקצועית לועידה.

ב. במשה״ח – הכנת תכנית היערכות ל-WSIS. באחריות מח׳ כלכלית 3, בתיאום עם אגפי ארב״ל, הסברה וקשתו״ם ועם נציגויות מרכזיות (ג׳נבה, נ״י, בריסל וכו׳).

ג. מינוי מומחה/יועץ לתהליך – שישתתף בועדות המכינות, ירכז את התרומה הישראלית לפסגה ויעמוד בקשר עם המתאמים הלאומיים בחו״ל.

4. בועז דולב הציג את היכולות הישראליות בתחום הממשל האלקטרוני. משרד האוצר מרכז מזה כשנתיים את העבודה בנושא ויש לו את היכולות להדריך ולהנחות מדינות נוספות בתחום זה.
הצביע על יכולות מרכזיות במספר מישורים - תשתיות אינטרנט לממשלה, הגנה על מידע ממשלתי ברשת - cyber terror, הזדהות ותשלום מול הממשלה.
כיום מתבצע שת"פ בלתי רשמי בתחומים אלו מול ארה"ב ובריטניה , אך כאמור מעוניינים ומסוגלים לשתף פעולה מול מדינות נוספות.

5. דב וינר הציג את הארגונים המרכזיים בנושא האינטרנט בהם ישראל חברה או שותפה הן באירופה והן בארה"ב הציע סיוע ישראלי בשלושה תחומים :
א. מחלף האינטרנט הישראלי - פתרון המתאים במיוחד למדינות מתפתחות ואף הוצע בעבר לירדנים שהביעו עניין בפרויקט.
ב. רישום שמות Domain - סיוע למדינות מתפתחות בניהול משאב זה שהינו משאב לאומי ומנוצל לרעה לעיתים ע"י אנשים ממדינות מפותחות.
ג. הקמת מערך מתנדבים ישראלי - ינוהל ע"י נושא התמחות ושפה נשלטת - נוכל להציע אנשים מתוך מאגר זה לפרויקטים של אונסקו ו-ITU. חשוב שהתעשיה תשתתף בפרויקט זה ואף תסייע במימונו ובכך גם תוכל להגדיל את פעילותה העיסקית.

6. דניאל בר-אלי הציג מספר תוכניות שלהערכתו ניתן לישם בטווח קצר בתחום ה- e-learning . אמר כי חשוב לבדוק את הנתונים לגבי המגזר הערבי והבדואי בארץ - מאחר והמצב ככל הנראה לא כה מאיר עיניים...

7. ח"כ נודלמן הציג רשמים מתוך השתתפותו בועדה המכינה האירופאית לפסגה. להערכתו במקביל לעבודה כלפי העולם המתפתח, מתקיים כיום תהליך של בניית אינטרנט חדש ובעל פונקציות מתקדמות. התהליך מתקיים בין ארה"ב, א"א ויפן וחשוב שישראל תנסה להשתלב בו בהקדם האפשרי. רואה בפסגה ובפרפקום מקום חשוב לקדם תהליכים אלו.

8. רוני הרשקוביץ הציע שת"פ בנושא מאגרי מידע ברפואה כפי שמתבצע כיום בבתי החולים בישראל. בהקשר זה הוסיף אחיטוב את הנסיון הישראלי בלימוד מרחוק מאונ' תל-אביב לבתי חולים בפריפריה.

9. אילן אלגר הוסיף כי בעקבות ועידת ה-ITU האחרונה יש חשש של מדינות המערב כי הפסגה במקום לסגור על הפער הדיגיטלי, תחשוף אותו במלוא חומרתו כך שהועידה לבסוף תהיה זירה למאבקים בין "צפון לדרום".
דוברים נוספים הסכימו כי חשוב שישראל לא "תנקר עיניים" ביכולותיה ותשלב את מימד הסיוע בעבודתה בפסגה.

10. זאב אדלמן הציע להציג את נושא החממות הטכנולוגיות ואף לשתף מדינות אחרות בידע שצברה ישראל בתחום זה.

11. אמנון ליבוביץ' הצביע על הבעיות בפניהם עומד כיום סקטור ההיי-טק הישראלי

והביע חשש כי תרומת התעשיה לא תוכל להיות רחבה כל-כך כפי שהיתה יכולה להיות בעבר. התבקש להביא בפני התעשיות את היתרונות שיכולים להפתח בפניהם ע"י השתתפות בפסגה ובפרויקטים השונים ולנסות לקדם השתתפות רחבה ככל האפשר.

12. בסיכום , קבע סמי רבל את היעדים הבאים לפעולה מידית :

א. המשך קיום דיונים במסגרת המשתתפים הנ"ל על מנת להביא לתיאום בין כל הגורמים לקראת הועידה.

ב. קביעת משתתפים ישראלים להשתתפות בפרפקום הקרוב הן מהממשלה והן מהאקדמיה תוך שאיפה שגם הסקטור הפרטי יקח על עצמו השתתפות.

ג. על כל אחד מהמשתתפים להעביר בהקדם תוכנית לפרויקטים באנגלית על מנת שנוכל להוציא אותם כחוברת ולבחור אחד מהם ליישום מיידי.

ד. נקבע שתתקיים פגישה נוספת של פורום זה לאחר הפרפקום על מנת לקבל עדכון מהנציגים ולהחליט על צעדים להמשך פעילות.

13. סמנכ"ל כלכלה סיכם כי עומדת בפני ישראל הזדמנות חשובה להפגין את יכולותיה בתחום ההיי-טק ועל כן רצוי שתהיה הכנה רחבה ומקצועית לקראת הפסגה. חשוב שישראל, תשחק במקביל בשני המגרשים - הן הסיוע למדינות מתפתחות והן הצגת יכולות קצה בהתקדמות הטכנולוגית.

בברכה

מאיה קדוש

אל קשר: תמס גנבה פריז אונסקו; ניוירק בריסל טוקיו; סנטודומינגו פקס

תפוצות קשר: מנכל כלכלית משפט ארבל תרבות תמס; מממדע קשח/ממחינוך בינל/אוצר; הניג/תקשורת קפלן/כנסת בדיקה

Knowledge for Development, LLC

ICTs for Developing Countries

SYLLABUS

Course Objectives

Goal of the Course
The goal of the course is to familiarize participants with key concepts and issues related to the potential and real impacts of information and communication technologies on the social, economic and political development of the less developed countries of Asia, Africa and Latin America.

Three Main Objectives
The course is meant to give participants:
1. A clear conceptual framework for addressing issues related to the use of ICTs for sustainable development purposes and the identification of key issues and relevant concepts;

2. Specific examples of ongoing activities in developing countries that involve the use of ICTs for development purposes, covering fields such as education, health, e-commerce, agriculture and e-governance;

3. A broad picture of ongoing programs and activities undertaken or supported by bilateral and multilateral agencies as well as the private sector and non-governmental organizations.